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ABSTRACT

This report is an evaluation of the Living Room School Project, in Nassau County, New York, which stresses the use of home settings for a preschool program that involves children and parents. The project's major objective was to help parents meet their child's needs as parents learn to recognize themselves and their home as educational resources. The curriculum emphasizes activities indigenous to a home setting, and is designed to promote cognitive and affective development. A television component of the program was developed to create a pilot TV series that demonstrates for parents effective childrearing practices. The Living Room School Cognitive Assessment Inventory, developed by project staff, was used to assess cognitive growth in 120 preschool subjects. The children involved in the project performed significantly better as a group than the control children. The scores of the project children on a modified version of the Preschool Behavior Q Sort indicated that significant growth in affective behavior had occurred. The program's objectives, weaknesses, and proposed remedial actions are discussed critically. (DP)

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LIVING ROOM SCHOOL PROJECT

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FINAL EVALUATION REPORT
1972-1973

Nassau Board of Cooperative Educational Services
Research and Development Division
Nassau Regional Office for Educational Planning

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FINAL EVALUATION REPORT FOR

THE LIVING ROOM SCHOOL PROJECT

Grant OEG-0-71-1760 (290)
1972-1973

Prepared by:

Board of Cooperative Educational Services
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INTRODUCTION

Living Room Schools are an experiment in education that shows parents, in a neighborhood home, how to teach their little children. With Nassau Board of Cooperative Educational Services coordination, six school districts have set up Living Room Schools.

Living Room School staff at BOCES is: Mary Flynn, Project Administrator; Doris Braun, Teacher-Trainer; Carolyn Sanzone, Project Coordinator; Dr. Lawrence McNally, Evaluator; and Doris Gunnarsson, Administrative Aide.

Dr. McNally prepared and wrote this evaluation report. Arlene B. Soifer, who supervises publications for the Research and Development Division, handled Living Room School printed matter. The six school districts and participating community representatives are listed on the following pages.

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ABSTRACT

The Living Room School Project is an innovative undertaking which seeks to use the home setting for a program involving both preschool age children and their parents. Funded by the USOE, ESEA, Title III, and operated by the Nassau County Board of Cooperative Educational Services, the project involves six Nassau County school districts and about 120 preschoolers and their parents. In each district the project is located in a home setting--either a home, an apartment, or a complex of rooms in a housing project.

The primary objective of the Living Room School Component is to help parents to meet their child's needs as they learn to recognize themselves and their home as an educational resource for their child. The child and the parent are both enrolled in the Living Room School, which is the context for a total involvement of the parent in the educational structure for the purpose of promoting the child's cognitive and affective development. While You're At It curriculum cards which document many experiences and activities indigenous to a home setting and relevant to the project philosophy was also developed (copy enclosed).

The primary objective of the Television Component is to develop a television pilot and script for a TV series which would demonstrate to parents how they can be more effective in raising their children and which could also train parents in the operation of centers for preschoolers in their own homes. The series, designed to appeal to parents, will use every-day settings natural to any home and will demonstrate how parents can provide the stimulus for learning to take place in the home setting.

This final evaluation report presents the major findings of the Living Room School Project for the period ending June 30, 1973. It represents a status report on the process and product objectives that were developed for the various components of this project.

The instrument used to assess changes in the children's cognitive behavior was the Living Room School Cognitive Assessment Inventory. This instrument was developed by the project staff, and consisted of the following subtests: Colors; Shapes; Size; Numbers; Classification; Body Parts; Positional Relationships; Zipper Frame; Button Frame; Scissors; and Large Motor Coordination. It was administered to 88 of the 124 children enrolled in the Living Room School program and 105 children who were attending conventional pre-school programs. Data analysis employed an Analysis of Covariance model with sex, age, and pre-test scores as the covariates. The dependent measures consisted of the total Cognitive Assessment score and the 11 sub-test scores.

Overall, the results indicated that the Living Room School children performed significantly better than the comparison children on the Living Room School Cognitive Assessment Inventory.

In order to assess changes in the affective behavior of children, a modified version of the Preschool Behavior Q Sort was administered to the Living Room School population on a pre- and post-test basis. Using a correlated t test for data analysis, the results indicated that there was significant growth in the affective behavior of children enrolled in the Living Room School Project.

The remainder of the report reflects the current status of the product and process objectives of the project, along with the identified weaknesses and anticipated corrective actions to be taken.

Introduction:

The Living Room School Project is an innovative undertaking which seeks to use the home setting for a program involving both preschool age children and their parents. Funded by the USOE, ESEA, Title III, and operated by the Nassau County Board of Cooperative Educational Services, the project involves six Nassau County school districts and about 120 preschoolers and their parents. In each district the project is located in a home setting--either a home, an apartment, or a complex of rooms in a housing project.

Program emphasis is threefold: to help the parents see themselves and their homes as educational resources for their children; to show that many everyday activities at home can provide educational experiences for children; and to demonstrate that materials which teach need not be expensive, but can be made from items found in most homes.

Children who attend the Living Room School have an opportunity to explore a wide range of activities, materials, and experiences natural to the home. As the project's teachers work toward the following goals, they hope to show parents how to reach these goals at home:

To help children develop positive feelings about themselves.

To help children satisfy their interests and developmental needs.

To help children develop cognitive, language, and perceptual skills.

Curriculum objectives for the project include not only the cognitive domain but also those affective areas of growth which are vital to the maturational

process. The following assumptions are basic to the aims of the curriculum of the Living Room School:

> Parents are the child's first and most influential teachers.
>
> Children learn as individuals at different rates and with different styles.
>
> Children learn from each other.
>
> Cognitive and affective learning are interrelated.
>
> The drive to grow and learn can be capitalized on through a rich consciously organized environment which combines free choice of appropriate materials and experiences focused on each child's needs, skills, and interests.

The ultimate objective of the Living Room School program is to meet the needs of disadvantaged, preschool children, while fully respecting the societies and cultures which also educate them. With this as a goal, the project seeks to focus on significant parent involvement in two main ways; either through the parent's experiences participating with her child in a local Living Room School program, or through a television series aimed at parents of preschoolers.

The primary objective of the Living Room School Component is to help parents to meet their child's needs as they learn to recognize themselves and their home as an educational resource for their child. The child and the parent are both enrolled in the Living Room School, which is the context for a total involvement of the parent in the educational structure for the sole purpose of promoting the child's growth.

The six Nassau school districts, through a subcontract arrangement with the Nassau Board of Cooperative Educational Services, operate Living Room Schools for children ages 2-1/2 to 4-1/2 and their parents. Each Living Room School center operates two half-day sessions for four days each week. The fifth day is allotted to intensive parent-teacher meetings, in-service sessions, and curriculum development. In addition, at each Living Room School site there is a community council whose membership includes the parents of children enrolled in the program.

The primary objective of the Television Component is to develop a television pilot and script for a TV series which would demonstrate to parents how they can be more effective in raising their children and which could also train parents in the operation of centers for preschoolers in their own homes. The series, designed to appeal to parents, will use every-day settings natural to any home and will demonstrate how parents can provide the stimulus for learning to take place in the home setting.

This final evaluation report presents the major findings of the Living Room School Project for the period ending June 30, 1973. It represents a status report on the objectives that were developed for the various components of this project along with identified weaknesses and anticipated corrective actions to be taken.

Since the interim report contained data up to March, 1973, sections of it are repeated in the report to provide the reader with an overall view of

the Living Room School Project during the 1972-73 academic year.

Changes have been made during the course of this project. The majority of these changes were instituted in response to perceived needs and directed toward strengthening the program. As an example, the Living Room School Cognitive Assessment Inventory was developed in order to more accurately measure the changes in the cognitive development of the children enrolled in this project.

In addition, in order to be able to attribute behavior changes of children to the Living Room School Project, the evaluation design incorporated a comparison group into its paradigm during the second year of operation. A questionnaire was also developed in order to elicit the feelings and concerns of the parents relative to the operation of the program.

The evaluator would like to acknowledge the many contributions of project staff: Doris Braun, Doris Gunnarsson, Carolyn Sanzone and Sally Stephenson; R&D staff: Mary E. Flynn and Arlene B. Soifer; as well as teachers and aides of the Living Room Schools, whose cooperation and assistance made the preparation of this report an enjoyable task.

The evaluation findings for each component are presented in the following order:

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1.0 Living Room School Component Evaluation

1.1 Children

1.1.1 Child Objective #1

Living Room School children who attend the Living Room School 75% of the days school is in session will score significantly better than a comparable group on the Living Room School Cognitive Assessment Inventory.

Evaluation

During the first year of operation, the children enrolled in the Living Room School exhibited significant growth in both cognitive and affective behaviors. In the evaluation report of the first year it was pointed out, however, that these changes could not be attributed to the Living Room School program because of the absence of a comparison or control group. The significant changes that were recorded between the first year pre- and post-test periods could have been attributed to or accounted for merely on the basis of the maturation factor, rather than exposure to the Living Room School program.

Because of the deficiency of not being able to ascribe the changes observed in the behavior of children to the Living Room School program, a comparison group was incorporated into the evaluation design for this year. The comparison group consisted of preschool children attending a pre-kindergarten program and a day care center program located in Nassau County, New York. The majority of the children enrolled in these programs possessed the same socio-economic background as the children enrolled in the Living Room School program.

The instrument used to assess changes in the children's cognitive behaivor was the Living Room School Cognitive Assessment Inventory. This instrument was developed by the project staff, and consisted of the following subtests: Colors; Shapes; Size; Numbers; Classification; Body Parts; Positional Relationships; Zipper Frame; Button Frame; Scissors; and Large Motor Coordination. A copy of the test and the technical manual is contained in Appendix A. In order to accommodate the Spanish-speaking children who were enrolled in the project, a Spanish version of the test was made available.

The Living Room School Cognitive Assessment Inventory was administered to both the project and comparison preschool groups on a pre- and post-test basis by trained examiners at the beginning and end of the academic year. In the case of the Living Room School population, the teachers and aides who had been previously trained by the project evaluator, were the examiners. Trained BOCES staff administered the test to the comparison groups.

A total of 88 children in the Living Room School program and 105 children in the comparison groups completed both the pre- and post-tests for a total N of 193. Feedback information was available to Living Room School teachers on the Living Room School Cognitive Assessment Inventory. The Living Room School teachers were encouraged to give instruction to individual children in the areas where they exhibited weaknesses.

Results

Data analysis employed an Analysis of Covariance model with sex, age, and pre-test scores as the covariates. The dependent measures consisted of the total Cognitive Assessment score and the 11 subtest scores. Table 1 contains a summary of the Pre-Test, Post-Test, and Adjusted Mean Scores reported for the dependent measures. Presented in Tables 2 through 13 are the source tables for the Analysis of Covariance for each of the dependent measures with sex, age, and pre-test scores as covariates.

Overall, the results indicated that the Living Room School children performed significantly better than the comparison children on the Living Room School Cognitive Assessment Inventory. The adjusted mean score for the Living Room School children was 46.33, while the mean score for the comparison group was 43.03. While these results are statistically significant, they do not appear to be as meaningful from an educational point of view. However, when one examines the pre-test scores, it should be noted that the Living Room School children made much larger gains than did the comparison children. The mean pre-test score for the Living Room School children was 30.09, while the pre-test score for the comparison group was 37.64. Therefore, the raw gain score (post-test score minus the pre-test score) for the Living Room School children (13.93) was almost twice as great as that attained by the comparison children (7.24). On the basis of these results, one can conclude that the objective has been met in that Living Room School children scored significantly better than a comparable group of children on the Living Room School Cognitive Assessment Inventory.

An analysis of the subtest results indicated that there was a significant difference between the Living Room School children and the comparison children on the following subtests: Numbers; Classification; Body Parts; Positional Relationships; Zipper Frame; and Button Frame. There were no significant differences observed between the group on the following subtests: Colors; Shapes; Size; Scissors; and Large Motor Coordination. These findings will be discussed with the teachers and aides during one of the initial teacher training sessions next year in order to modify the instructional program where appropriate.

In order to assess changes in the affective behavior of children, a modified version of the Preschool Behavior Q Sort was administered to the Living Room School population on a pre- and post-test basis. A mean of 55.20 was obtained on the pre-test with the post-test mean being 64.30. A correlated t test generated a t value of 6.71 with 96 degrees of freedom which is significant beyond the .01 level of significance. These results indicated that there was significant growth in the affective behavior of children enrolled in the Living Room School Project.

TABLE 1

Summary Data Relating to Living Room School Cognitive Assessment Scores

Dependent Measure	Pre-Test Mean Scores		Post-Test Mean Scores		Adjusted Mean Scores	
	LRS Children	Comparison Children	LRS Children	Comparison Children	LRS Children	Comparison Children
Cognitive Total	30.09 (12.27)*	37.64 (11.59)	44.02 (7.34)	44.88 (6.37)	46.23	43.03
Subtest--Colors	3.86 (2.25)	4.68 (2.64)	6.11 (1.75)	6.74 (1.68)	6.33	6.56
Subtest--Shapes	4.36 (1.77)	4.73 (1.74)	5.47 (0.86)	5.51 (0.63)	5.44	5.54
Subtest--Size	3.16 (1.26)	3.24 (1.29)	3.82 (0.60)	3.79 (0.50)	3.82	3.79
Subtest--Numbers	1.61 (1.49)	2.76 (1.52)	3.35 (1.08)	3.38 (1.06)	3.70	3.09
Subtest--Classification	1.15 (1.34)	0.95 (1.07)	2.07 (1.35)	1.22 (1.26)	2.27	1.04
Subtest--Body Parts	6.61 (2.28)	7.59 (1.52)	8.44 (0.87)	8.21 (0.87)	8.65	8.03
Subtest--Positional Relationship	3.00 (2.10)	4.48 (2.15)	5.17 (1.78)	5.40 (1.85)	5.66	4.99
Subtest--Zipper Frame	1.19 (0.56)	1.56 (0.52)	1.72 (0.49)	1.61 (0.49)	1.85	1.51
Subtest--Button Frame	1.19 (0.84)	1.58 (0.65)	1.72 (0.55)	1.81 (0.44)	1.86	1.69
Subtest--Scissors	1.13 (0.86)	1.58 (0.65)	1.77 (0.47)	1.86 (0.40)	1.86	1.78
Subtest--Large Motor Coordination	2.63 (1.08)	4.52 (1.79)	4.38 (1.85)	5.25 (1.06)	4.80	4.90

*Figures in parentheses represent standard deviations.

TABLE 2

Analysis of Covariance Source Table for Cognitive Assessment
Total Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	372.76	372.76	18.46	<.01
Within	188	3797.03	20.20		
Total	189				

TABLE 3

Analysis of Covariance Source Table for the Colors
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	1.86	1.86	0.86	N.S.
Within	188	406.38	2.16		
Total	189				

TABLE 4

Analysis of Covariance Source Table for Shapes
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	0.04	0.04	0.15	N.S.
Within	188	49.79	0.26		
Total	189				

TABLE 5

Analysis of Covariance Source Table for Size
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	0.04	0.04	0.15	N.S.
Within	188	49.79	0.26		
Total	189				

TABLE 6

Analysis of Covariance Source Table for Numbers
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	13.03	13.03	16.75	< .01
Within	188	146.31	0.78		
Total	189				

TABLE 7

Analysis of Covariance Source Table for Classification
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	53.01	53.01	37.28	< .01
Within	188	267.35	1.42		
Total	189				

TABLE 8

Analysis of Covariance Source Table for Body Parts
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	13.93	13.33	26.66	<.01
Within	188	92.24	0.52		
Total	189				

TABLE 9

Analysis of Covariance Source Table for Positional Relationship
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	16.22	16.22	6.37	.05
Within	188	479.05	2.55		
Total	189				

TABLE 10

Analysis of Covariance Source Table for Zipper Frame
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	4.13	4.13	19.50	<.01
Within	188	39.83	0.21		
Total	189				

TABLE 11

Analysis of Covariance Source Table for Button Frame
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	1.17	1.17	7.55	< .01
Within	188	29.04	0.15		
Total	189				

TABLE 12

Analysis of Covariance Source Table for Scissors
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	0.23	0.23	1.34	N.S.
Within	188	32.79	0.17		
Total	189				

TABLE 13

Analysis of Covariance Source Table for Large Motor Coordination
Sub-Test Scores with Sex, Age, and Pre-Test Scores as Covariates

Source	d.f.	S.S.	M.S.	F	p
Between Groups	1	0.34	0.34	0.19	N.S.
Within	188	328.72	1.75		
Total	189				

1.1.2 Child Objective #2

Children who participate regularly in the Living Room School project will score significantly better than the comparable group on tests administered as part of their districts' normal testing programs in kindergarten, first, and second grades. These tests will include measurement of competence levels in the following areas: a) verbal and expression abilities; b) manipulative skills; c) conceptual understandings d) reading readiness and achievement; e) social development. Note: This long-range objective requires the follow-up of participating children into formal schooling, with its evaluation to be made and reported in later years.

Evaluation

Inasmuch as there were very few children who entered kindergarten from the Living Room School program after the first year (1971-72) of operation, the evaluation of this objective has been postponed until next year. The major reason there was so few children entering the kindergarten classes last year upon completion of the Living Room School program can be attributed to the limited number of older youngsters who were enrolled in the Living Room School program during its first year of operation. Since the initial instructional period of the project was restricted to only four months, many of the sites made the decision to enroll young children who would be eligible to attend on a full time basis this year.

Plans should be formulated at the start of next year's program in order to collect the data needed to assess this objective.

1.2 Parent Objectives

1.2.1 Parent Objective #1

Interests of parents of participating children will be positive toward the Living Room School, as determined by the extent of child's involvement in Living Room School activities. Positive interests will be considered to exist: a) if 50% of the children attend the Living Room School regularly (3 out of 4 days per week); and b) if the participant drop-out rate for children does not exceed 15%. This will be determined from the child attendance records kept at the Living Room School by the teacher.

Evaluation

Attendance--On a project wide basis, the attendance records indicated that this objective was attained, in that approximately 77% of the children who were enrolled in the Living Room School attended on a regular basis (3 out of 4 days per week). This represents a 13% increase over the attendance figures reported for the first year of operation. It should be noted that this increase was based upon data which reflected the expanded enrollment in class size (from eight to ten youngsters per session) that was mandated for this second year of the project.

Drop-out rate--Of the seven Living Room School sites, the records indicated that three sites exceeded the 15% drop-out rate. An analysis of the drop-out rate data showed that the vast majority of the children who withdrew from the Living Room School did so for what can be considered legitimate reasons. When such reasons as family moved, illness, or transportation problems were taken into account, the records indicated that none of the sites exceeded the 15% drop-out rate. Children who dropped out of the project were replaced by children who had been on the waiting lists.

1.2.2 Parent Objective #2

Parents of participating children will be actively involved through direct participation in the Living Room School activities. This objective will be met if 2/3 of the parents: a) participate in the Living Room School program, either on a regularly scheduled or voluntary basis for at least 25% of the sessions; and b) attend at least 4 parent meetings initiated by the teacher.

Evaluation

A frequency tabulation of parental attendance indicated that this objective was not met. An examination of the records that were maintained by the teachers showed that only 26 parents participated in the Living Room School program, either on a regularly scheduled or voluntary basis for at least 25% of the sessions. Attendance at parent meetings initiated by the teachers was also somewhat poor in that at only ten meetings were 2/3 of the parents in attendance for the total program.

Because parental participation is an integral component of the Living Room School program, a major effort will have to be directed at achieving a greater degree of participation on the part of the parents. It would seem from the results of the parent questionnaire that greater parental participation could be attained at some of the sites if parents were actively encouraged to make decisions about the operations of the Living Room School program. More frequent local field trips should also be scheduled, inasmuch as these events are extremely fruitful in involving those parents who are reluctant to participate in the formal Living Room School sessions.

In order to cope with the problem of lack of sufficient regular parental participation, one parent council (independent of project sub-contract provision) is giving serious consideration to the idea of excluding the children of parents who do not actively participate in the program on a regular basis. At another site, the teacher and aide are scheduling one day each week for home visitation with the parent and child, in order to gain increased commitment to attendance at the site itself. Other approaches have been suggested and will be discussed and examined by the staff at teacher training sessions next year.

1.2.3 Parent Objective #3

Attitudes of parents of participating children will be positive toward the Living Room School, as determined by the results of a questionnaire designed to elicit the reactions and suggestions of the parents toward the Living Room School program. Positive attitude will be considered to exist if 95% of the parents who respond to the questionnaire mark the two positive categories on a 5 point scale.

Evaluation

A questionnaire (see Appendix B) was designed in order to elicit the reactions of parents of the Living Room School children toward the operation of the program. With respect to the above objective, the following question was contained within the questionnaire in order to measure the parents' overall reaction to the Living Room School program:

The Living Room School program is good for children

1	2	3	4	5
strongly disagree	mildly disagree	doesn't matter	mildly agree	strongly agree

The results, which are contained in Table 13, indicated that 86% of the respondents strongly agreed with the above statement, while 9% mildly agreed. Only 4% of the parents strongly disagreed and 1% indicated that it doesn't matter. If it can be assumed that a response to this question did in fact measure parental attitudes toward the Living Room School program, than the results indicated that 95% of the parents who responded to the questionnaire did in fact have a positive attitude toward the program. One note of caution that should be taken into consideration is the fact that there were 39 parents who did not complete the questionnaire and consequently there is no way of determining what their attitudes were toward the program. It should be noted, however, that the

approximately 70% return rate that was attained reflects a figure that far exceeds the typical 50% return rate, and this in itself may be taken as an indication of parental interest and concern with the Living Room School program.

With respect to the questions designed to measure parental acceptance of the psycho-educational tenants of the Living Room School program such as "children learn from using things in the home like pots, cans, spoons, etc." or "parents should teach their children the names of colors, shapes, objects, etc.," the results indicated that the vast majority of the respondents were in agreement.

In response to the question, "Parents have been encouraged to make decisions about the Living Room School program," 6% of the respondents indicated some disagreement, while only 56% strongly agreed. An analysis of the results on an individual Living Room School site basis indicated that the lack of parental encouragement in the decision-making process was essentially limited to a few sites. As a means of feedback, a copy of the questionnaire results has been returned to the teachers for their respective sites.

TABLE 13

RESPONSES TO PARENT QUESTIONNAIRE (N=81)

ITEM	1 Strongly disagree		2 Mildly disagree		3 Doesn't matter		4 Mildly agree		5 Strongly agree		6 No response	
	f	%	f	%	f	%	f	%	f	%	f	%
a. Children learn from playing.	2	2	2	2	0	0	13	16	64	79	0	0
b. Children learn from using things in the home, like pots, cans, spoons, etc.	3	4	3	4	0	0	19	23	56	70	0	0
c. Parents should encourage the children to ask questions.	4	5	0	0	2	2	11	13	64	79	0	0
d. Parents should teach their children the names of colors, shapes, objects, etc.	4	5	0	0	1	1	8	10	68	84	0	0
e. Parents should encourage their children to talk about their ideas.	4	5	1	1	1	1	9	11	66	81	0	0
f. The Living Room School program is good for children.	3	4	0	0	1	1	7	9	70	86	0	0
g. Parents have been encouraged to make decisions about the Living Room School program.	4	5	1	1	2	2	25	31	46	56	3	4
h. The Living Room School program has helped my child become more interested in learning.	3	4	1	1	0	0	10	12	67	83	0	0

II.A Is your child getting something from the Living Room School program that seems special?

YES		NO		NO RESPONSE	
f	%	f	%	f	%
75	93	4	5	2	2

SUMMARY OF COMMENTS

	Frequency
Children learned certain knowledge and cognitive skills from attendance in the Living Room School, such as:	
Knowledge of names of objects, colors, shapes, etc.	8
Learning to count.	6
Ability to express and talk better.	6
Increased awareness of child of the things around him.	2
Ability to follow instructions.	2
Creative skills.	1
Learning some study habits.	1
Learning to ask questions.	1
Learning about different things.	1
Learning to spell name.	1
Orientation to school; getting to know what a school is all about.	1
Improved social and affective behavior of child as a result of attendance in the Living Room School, such as:	
Learning to get along well with others.	20
Learning to play with other children.	13
Learning to share with others.	11
Gaining independence and not to be afraid to be away from parent.	6
Liking to go to school or to be in school.	2

	Frequency
Improved manners.	2
Learning to cooperate and work with others.	2
Learning to respect the rights of other children.	2
Learning to love books and to listen to stories.	2
Learning to control temper.	1
Learning to be courteous.	1
Learning the importance of friends.	1
Learning to be patient.	1
Becoming more matured.	1
Gaining self-confidence.	1
Learning English.	1
Improved self-concept; accepting that an individual is part of two important worlds--the home and school.	1
Learning to eat different kinds of foods.	1
Becoming interested in books and writing.	1
Learning to enjoy helping at home.	1
Gaining interest in wild life and plants.	1
Becoming more responsible in doing things for herself.	1
Program offers opportunity for the child to be among peers or to have other children to play with.	3
Program prepares the child for pre-kindergarten or for regular school.	3
The understanding and attention given to the children.	2
Going on field trips is very special.	1
Improving personal habits of the child, like dressing more neatly.	1
The Living Room School program provides an opportunity for starting the education of the child early.	1

B. What things do you like most about the Living Room School program? Please explain.

SUMMARY OF COMMENTS

	Frequency
Behavior change in the child as a result of attendance in the Living Room School, such as:	
Learning to get along with classmates and other people.	5
The child becoming aware of the importance of schooling.	2
Children are taught to play or how to play with other children.	2
Child becoming more socially independent.	1
Developing sense of belonging.	1
Developing interest in learning.	1
Child learning to share with others.	1
Children gain a broader outlook of things.	1
Child learns to express better.	1
Program taught my child to count and read ABC.	1
Parents' participation and involvement in the activities of the Living Room School program, in planning for the school activities, in giving suggestions.	10
Dedication, sincerity, patience, and interest of the teachers in children and in their work.	9
Experienced personnel handle the children.	2
The trips and outdoor activities when parents go with the children.	7
Program prepares the child for regular school. Gives the child an opportunity to get started for school early.	6
Method of teaching used, such as:	
Encouraging the child to try and learn.	4
Developing responsibility in children at an early age.	3

	Frequency
Understanding, attention, and respect given to children by teachers.	3
Treating the child like adults and not like babies.	1
Teaching children in expressing themselves.	1
Promoting in children enthusiasm to learn.	1
Keeping children busy.	1
Technique of bringing out shyness.	1
Encouraging children to try different foods.	1
The way teachers handle situations that come up.	1
Teachers use children's interest in their teaching.	1
Teacher utilizes child's own environment to enhance his awareness of life.	1
The way the teacher teaches the child to accept criticisms.	1
The games the children play.	2
The visual aides used, like toys.	1
The lunch; the table manners taught the children.	1
The program gives the child an opportunity to be with other children.	1
The home-like atmosphere of the school. Environment very comfortable for learning.	3
The Living Room School is a good nursery for children of working mothers.	1
The organizational set-up of the Living Room School program.	1
The Living Room School is well supervised.	1

C. What things don't you like about the Living Room School program? Please explain:

	Frequency
Hours not long enough. The time when children are in school is too short--only 2-1/2 hours.	4
Interference of parents in disciplining the children during class hours.	1
Some parents use harsh language and beat their children right in the classroom.	1
The way the teacher runs and picks up a child who starts crying.	1
Not too punctual.	1
Not enough room for the children to spread out.	1
Facilities need improvement.	1
Bus driver does not wait for the children to sit down.	1
Lack of cooperation of some parents.	1

D. What suggestions do you have for making the Living Room School program better?

	Frequency
Increase participation and involvement of parents in the program.	7
Larger quarters for children; need more space for more children.	6
Need for longer hours for children to be in school. Extend the program to a full-day program instead of only 2-1/2 hours, if possible.	3
Need to structure daily activities. Need for a plan of daily activities.	2
More books and materials for children.	2
Reach other parents whose children are not attending the Living Room School and who do not know that they can start their children's education before pre-kindergarten.	1
Expand the program for other kids.	1
Employ more teachers.	1
More emphasis on ABC.	1
Improved facilities of the school, such as kitchen to prepare the lunch of the children, have cool water in the kitchen sink, bathroom facilities, and drinking facilities.	2
Need for bus to pick up kids.	1
Program should be held in a school and not in a private home.	1
Have more field trips that are educational and entertaining.	1
Group children according to maturity for instructional purposes.	1
Use token economy rather than punishment as a means of discipline and control of children.	1
Start formal education, such as math, language, history.	1
Have substitute teacher when regular teacher is absent.	1

1.3 Teaching Staff

1.3.1 Teaching Staff Objective #1

Teachers and aides will: 1) keep anecdotal records; 2) diagnostic checklist, and individual child summary performance chart; and 3) pre-and post-test children utilizing the Living Room School Cognitive-Affective Assessment Inventory. Records kept by teachers will be reviewed by teacher trainer during on-site visits, in order to insure productive and meaningful utilization of data. Objective will be met if all teachers maintain anecdotal records and all checklists and summary performance charts in the manner prescribed by the teacher trainer; and complete pre- and post-tests of all children.

Evaluation

While the teachers completed all the pre- and post-testing of the children on the Cognitive and Affective Inventories, and maintained the diagnostic checklist, there were deficiencies noted with respect to keeping the anecdotal records and individual child summary performance charts. The interim report indicated that despite the teaching staff's extensive experience in developing these diagnostic instruments and despite on-site discussions with the teacher trainer regarding the use of these instruments as diagnostic and prescriptive tools, very few sites showed consistent and productive utilization of these records.

Because of these inadequacies, the teacher trainer held two training sessions during the latter part of this year at which time the topic was specifically focused on the utilization of records and the planning of prescriptive curriculum for children. As a result of these sessions, the teacher trainer felt that there was a marked improvement in the record keeping procedures of the teachers for the remainder of the year.

In subsequent discussion with the teachers, the inadequacies of the present system were noted by the teacher trainer and the following record keeping procedures will be reflected in next year's program. Each site is to maintain a loose-leaf book which will be divided into sections for each child. A daily record will be kept on each child, which will combine the contents from the present parent contact log and the anecdotal record. In addition, a diagnostic checklist as well as a copy of the Living Room School Cognitive and Affective Assessment Inventories score sheets and a prescriptive planning sheet will be maintained for each child.

1.3.2 Teaching Staff Objective #2

Living Room School teachers and aides will promote meaningful involvement on the part of parents by the following: 1) training parents to assist in the operation of the Living Room School; 2) maintaining communication with parents concerning child's needs, i.e., a) home visits, b) informal meetings, c) formal meetings and conferences, d) phone calls with parents; 3) working with parent councils. This objective will be measured by the teacher trainer during on-site visits where she will examine the Friday Activities Log and the Parent Contact Log and discuss with teacher the above items. The objective will be met if the teachers receive a satisfactory rating on the above activities from the teacher trainer.

Evaluation

Overall, some of the: 1) parents participated in the Living Room School program on a regularly scheduled basis, learning the operation of a Living Room School Center. At every site, however, there were a few parents who were reluctant for one reason or another to become actively involved in the parent participation aspect of the program. As a solution to this problem, one parent council has suggested that parent participation be made mandatory, permitting no exception to this rule. If the parent does not participate as she originally agreed, then she would be replaced by another parent who would be willing to do so. This suggestion and others like it will be discussed at a teacher training session next year; 2) teachers maintained communications with the parents concerning child's needs via home visits, informal meetings, formal meetings and conferences, and phone calls; 3) the teacher trainer feels that teachers can do more to involve parent councils in decision making aspects of the school as evidenced by the responses of the parents to the parent questionnaire. She anticipates that a teacher training session next year will be devoted to the identification of areas of school management and curriculum where parent inputs can be most productive.

1.4 Process Objectives

1.4.1 Process Objective #1

Each participating district will: 1) hire a certified teacher for the Living Room School (salary to be in accord with local district schedule), by September 1, 1972; 2) hire an aide or aides for the Living Room School (salary to be in accord with local district schedule), by September 1, 1972; 3) pay staff benefits in accordance with local district policy and standards. This objective will be met if teachers and aides are hired by September 1, 1972.

Evaluation

All teachers and aides were hired as of September 1, 1972, with salaries and benefits paid in accordance with local district policy and standards.

1.4.2 Process Objective #2

Each participating district will: 1) by August 31, 1972 notify parents of eligible preschool children about the program, inviting them to participate; 2) have teacher and aides and others canvass, house to house, to identify children eligible according to criteria established; 3) select participants by September 21, 1972, in an objective manner; 4) notify families of children selected before September 28, 1972; 5) submit to project evaluator by October 12, 1972, a list of all eligible children with criteria each child meets, and a list of selected children, along with a description of the selection process. The objective will be met if 5 of the 6 districts: a) designate children as eligible to participate according to specified guidelines; and b) select participating children in an unbiased manner, as determined by the evaluator.

Evaluation

The following criteria were constructed by project staff in order to help select children who were to participate in the Living Room School project. It was stipulated that at least 75% of the project participants were to meet at least one or more of the following criteria:

1. Family receiving economic social services (Aid to Families with Dependent Children, Aid to Dependent Children from Unemployed Families, Home Relief)

2. Family eligible for economic social services (AFDC, ADC-U, HR)

3. Family receiving Medicaid

4. Family eligible for Medicaid

5. Family living in sub-standard housing

6. Family living in low income housing project

7. Family living in high density population per dwelling

8. Family with non-English speaking children

Most of the children were recruited through house to house canvassing by teachers and aides. From the lists of children requesting admission to the Living Room School program, the local community councils designated on the basis of greatest need those children who were to participate. Every district complied with the stipulation that 75% of the project participants were to meet one or more of the economic criteria specified above.

Listed below is a frequency count of the number of children who were identified with a specific criterion. It should be noted that many of the children met one or more of the criteria.

No. of Children	Criteria
53	Family receiving economic social services (Aid to Families with Dependent Children, Aid to Dependent Children from Unemployed Families, Home Relief)
6	Family eligible for economic social services (AFDC, ADC-U, HR)

No. of Children	Criteria
29	Family receiving Medicaid
5	Family eligible for Medicaid
19	Family living in sub-standard housing
27	Family living in low income housing project
16	Family living in high density population per dwelling
9	Family with non-English speaking children
18	25% category

The following table contains the racial/ethnic distribution of children enrolled in the Living Room School program.

Percent Distribution by Racial/Ethnic Origin of Living Room School

Racial/Ethnic Origin	# of Children	% of Population
Negro	103	83%
Spanish-Surnamed Americans	8	6%
Other	13	11%
	124	100%

1.4.3 Process Objective #3

Each participating district will: 1) select site (if a different site) for the Living Room School by August 1, 1972; 2) insure that site meets all legal requirements, safety regulations, health and fire regulations which are applicable both according to local and state officials, and, in accordance therewith, to have site visited by New York State Education Department facilities officials, BOCES facilities officials, and appropriate fire safety officials by August 15, 1972; 3) complete facilities application forms by August 15, 1972; 4) negotiate lease with landlord and sign lease by September 1, 1972; and 5) negotiate with landlord for any necessary remodeling to meet health and safety requirements. This objective will be met if sites are available to teachers by September 1, 1972.

Evaluation

All sites were available to teachers by September 1, 1972. It should be noted that only one district has a different site for the second year. In this case, site selection was completed prior to August 1. All sites meet local and state requirements, with appropriate applications for facilities and leases being processed on time.

1.4.4 Process Objective #4

Living Room School teachers and aides will attend pre-service training sessions, conducted by the teacher trainer, on September 7, 14, and 21, 1973. Follow-up training sessions will be conducted on a monthly basis, October-June. The objective will be met if overall attendance is 90% or more of the training sessions.

Evaluation

The attendance record indicates that the overall attendance exceeded the 90% criterion set for this objective. The excessive absentee rate noted for the April 13 session can be attributed to the fact that this session was held on the day prior to the start of the spring vacation for many of the school districts involved in the project.

When interviewed at the end of the year by the evaluator about the quality and effectiveness of the training sessions, the majority of the teachers and aides indicated that some of the sessions were worthwhile and others were quite boring. The boring sessions were those related to the administration and critique of the Cognitive Assessment Inventory. Extremely favorable comments were made about the math and music training sessions and on the whole the teachers and aides requested more of such sessions with a specific request for sessions on art in the home and the perennial topic of discipline

It is anticipated that the training sessions next year will place a great deal of emphasis on the education of handicapped children, as well as the recognition of areas of school management and curriculum where parent inputs can be most productive.

The following is a list of the topics and dates for the teacher training sessions held during the 1972-73 school year:

1972

September

8 Orientation: Current Management Plans, Future of the Project, Plans for Parent Involvement

15 & 22 A.M. P.M. Visitation to all Living Room School sites; Final changes in the Living Room School Cognitive Assessment Inventory

29 Math for Children in the Home--workshop in math, using materials commonly found at home

October

13 Training in administration of the Living Room School Cognitive Assessment Inventory

November

10 Music in the Home--workshop; experiences in body awareness, cognitive-rhythmic games and general musical knowledge

December

8 The Living Room School Curriculum--workshop; sample and field testing among teachers, aides, and parents

1973

January

4 A visit to the BOCES Consumer Homemaking Program

March

2 Individualizing our curriculum through the use of children's records--Freeport, Glen Cove, Hempstead Living Room School teaching staffs

9 The Living Room School Cognitive-Affective Assessment Inventory; its effectiveness; reactions; suggestions; how it relates to the Living Room School curriculum

23 Same as March 2; Long Beach and Roosevelt Living Room Schools

April

13 How We Know Our Children Grow

May

11 Using "While You're At It" to plan individualized programs for children

June

8 Working with handicapped children in the normal nursery school

1.4.5 Process Objective #5

Each participating district will open the Living Room School by October 1, 1973. This objective will be met if all sites are opened on time.

Evaluation

Six of the seven sites were open by October 2, 1972. Opening of the seventh site was delayed until November 6, 1972, due to a teachers' strike in the district. In order to compensate for the delay, the teacher and aides at this particular site made frequent visits to the home of participating children and thereby helped to sustain their involvement in the program.

1.4.6 Process Objective #6

Each participating district will: 1) purchase equipment, materials, and supplies necessary for the Living Room School operations at least two weeks in advance of their scheduled use; 2) provide extended snacks for children attending the Living Room School; 3) establish a community council and provide a monthly meeting of community council; 4) provide transportation necessary for field trips for Living Room School participants, at request of teachers; 5) manage their local Living Room School; 6) appoint a liaison coordinator for the Living Room School; 7) appoint an immediate supervisor for the Living Room School teacher; and 8) meet on a regularly scheduled basis with teachers to discuss problems relative to their Living Room School operation. This objective will be met if all districts comply with at least six of the above items.

Evaluation

1) All the districts ordered equipment, materials, and supplies necessary for the operation of the Living Room School program at least two weeks in advance of their scheduled use. In those cases where there was a shipment delay, teachers were permitted to either purchase emergency supplies or borrow supplies from other pre-kindergarten programs. Information obtained from teachers indicates that at only one district was there felt to be an insufficient amount of materials available to adequately implement the program as it was intended.

2) All districts have provided extended snacks for the children. One of the sites was handicapped because there is no kitchen available and they must rely upon the snacks being prepared external to the site. As a result, the children at this site are prevented from participating in the preparation of the snacks.

3) In all of the districts, the Living Room School parents have formed a parent council with meetings held throughout the year.

4) All teachers have been able to obtain transportation for field trips upon request. The amount of funds allocated to transportation for the individual districts has been the determining factor in terms of the number of trips undertaken at each of the sites.

5) Each district has managed their local Living Room School by appointing a liaison coordinator and an immediate supervisor for the Living Room School teaching team, who met on a regular basis to discuss problems relative to the operation of the program.

1.4.7 Process Objective #7

Children will attend Living Room Schools four days per week for 2-1/2 hour sessions, either morning or afternoon, upon entering Living Room School to end of term. Objective will be met if 75% of the children attend Living Room School 75% of the days school is in session.

Evaluation

The attendance records maintained at each of the Living Room School sites indicated that approximately 77% of the children who were enrolled in the program attended 75% of the days that school was in session. This objective has been met.

1.4.8 Process Objective #8

Teachers and aides will spend Friday of each week attending in-service sessions, working with parents, and planning the program, from beginning of Living Room School to end of term. Teachers will keep records of these Friday activities. Objective will be met if the teachers keep records of the Friday sessions and the teacher trainer indicates in her summary report that five of the six districts had overall satisfactory sessions with respect to activities undertaken.

Evaluation

The teacher trainer indicated that all teachers had satisfactory Friday sessions. The parent activities reported in these sessions have been of two types; activities directed towards increased socialization and self-esteem of parents, and workshops demonstrating homemade instructional materials for children. Other Fridays have been spent in program planning, in-service sessions, shopping for food for snack, home visits, record writing, etc.

1.4.9 Process Objective #9

Teachers will submit, on or before the last day of each month to the teacher trainer, written reports which include general comments about the Living Room School operation, problems arising in the Living Room School, and recommendations. This objective will be met if six of the seven reports from the sites are received within ± 5 days of date due for each reporting month of the project.

Evaluation

Initially this objective was met in five of the seven sites, but after the teacher trainer spoke to the teachers of the two delinquent sites, they submitted their monthly reports within the prescribed time limit.

1.4.10 Process Objective #10

Each district will provide, as needed in response to teacher or local project coordinator request, supportive services, psychologist, social worker, medical and health services. Project records should indicate that 75% of the requests for needed services have been filled, as measured by a frequency distribution.

Evaluation

Six of the seven Living Room School teachers have received, upon request, supportive services ranging from speech and hearing therapists to psychologists and social workers. In the one remaining site, the teacher has been unable to secure the services of a psychologist simply because there is a limited number of psychologists within this district. This teacher has been able to secure other supportive services upon request.

1.4.11 Process Objective #11

The evaluator, with the assistance of teacher trainer, teachers, aides, local community councils, and Living Room School parents, will develop, by September 30, 1972, the Living Room School Cognitive Assessment Inventory to measure the objectives of the Living Room School program. This instrument will be constructed using accepted test construction procedures. This objective will be met if instrument is developed and field-tested and ready for use by September 30, 1972.

Evaluation

During the first year of operation, the Living Room School program utilized the Caldwell Preschool Inventory as the means of assessing changes in the cognitive behavior of children enrolled in the program. There was, however, a great deal of concern on the part of the teaching staff, as well as the local community councils, with respect to the utilization of the Caldwell Inventory. Legitimate

objections were raised about: a) the lack of correspondence between the objectives of the Living Room School program and many of the items on the Caldwell Inventory; b) the length of time required to administer the test, especially to the very young children enrolled in the project; c) the cultural bias inherent in some of the items; and d) the subjecting of very young children to repeated failures, due to the format of the test.

In order to overcome these specific objections, it was decided that a new measurement instrument would be constructed by the project evaluator, which would accurately measure the objectives of the Living Room School program and overcome some of the objections of testing children enrolled in the program.

Appendix A contains a copy of the Living Room School Cognitive Assessment Inventory and test manual. It was field-tested with a comparable population to the Living Room School children during the summer of 1972 and ready for use by September 30, 1972.

The following additional information was obtained during the latter part of the project year and as such, was not incorporated into the test manual. A correlation coefficient of .72 was obtained using the Pearson Product Moment formula between the pre- and post-test administration of the Living Room School Cognitive Assessment Inventory. There was a lapse of approximately 8 months between the two administrations of the test and the N consisted of a total of 193 children.

In order to validate the use of this instrument, 30 children from the Living Room School program were administered the Caldwell Preschool Inventory. The Caldwell Preschool Inventory is a standardized test designed to measure the cognitive growth of preschool children enrolled in Head Start programs. A correlation was calculated between the Living Room School Cognitive Assessment Inventory and the Caldwell Preschool Inventory in order to determine the degree to which these scales vary together. Using Pearson's Product Moment formula, a correlation coefficient of .61 was obtained. This coefficient is significantly different from what one would expect on the basis of chance and indicates that 37% of the variance of one test can account for the variance of the other.

Because of these results, it is believed that the Living Room School Cognitive Assessment Inventory is both a valid and reliable instrument for measuring the cognitive growth of preschool disadvantaged children in Nassau County. Based upon the feedback information obtained from project staff, additional revisions will be made with respect to a few items of the test prior to its administration next year.

2.0 Management Component

2.1 Community Involvement

2.1.1 Community Involvement Objective #1

Participating districts will maintain established community councils. Each council will nominate two Living Room School parents to serve on the Project Advisory Council. Members of the 1972-73 Project Advisory Council will be named by October 1, 1972 and will include the following: a) 12 parents of Living Room School children; b) project director and staff assistant; c) all Living Room School teachers and aides; d) 6 district designated local coordinators; and e) representatives of non-public schools. Objective will be met if: 1) local community councils continue to meet, and 2) a majority of the parent representatives from those councils attend 75% of the Project Advisory Council meetings.

Evaluation

All districts named the members of their local councils to serve on the Project Advisory Council by the required date. Membership consisted of the groups specified in the above objective, with the exception of representatives of non-public schools, who were invited to join, but did not participate in Council activities.

Below are the names of the representatives serving as members of the 1972-73 Project Advisory Council.

Freeport

Mrs. Yvonne Blackwell
Mrs. Eileen S. Bruck
Mrs. Arlene De Trano
Mrs. Patricia Hanley
Mrs. Patricia Harmon
Mrs. Margaret Jones
Mrs. Elinor Keller
Mrs. Victoria Pena
Mr. Alonzo H. Shockley, Jr.
Miss Eileen Zimkind
Mrs. Geraldine Zulli

Glen Cove

Mrs. Shirley J. Bost
Mr. Harold J. Donohue
Mrs. Eleanor Jackson
Mrs. Lucy Jackson
Mrs. Suzanne Owen
Reverend Conway Simmons
Mrs. Barbara Williams

Hempstead

Mrs. Nancy Barnes
Mrs. Lorraine Bell
Mrs. Naomi Collins
Mrs. Mary Daniels
Mrs. Barbara Fletcher
Mrs. Dorothy Merritt
Mrs. Geraldine T. Powe
Mrs. Joan Ralph
Mr. John P. Rice, Jr.

Long Beach

Mrs. Della Baggett
Mrs. Myrtle Crawford
Mrs. Gwendolyn L. Davis
Mrs. Barbara Doyle
Miss Barbara Friedman
Mr. Robert R. Kirsch
Mrs. Mary Shelton

Roosevelt

Mrs. Sylvia Corry
Mrs. Josie Mitchell
Mrs. Vanzorn Smith
Mrs. Janie Speaks
Mr. Irving Wendrovsky
Mrs. Jeanette Wood

Westbury

Mr. Martin L. Billig
Mrs. Christobell Hill
Mrs. Charlotte W. Lipfert
Mrs. Isabel Nurse

Local councils have been composed mainly of parents of Living Room School children and the staff of each center. They have met at least once a month.

During the 1972-73 project year, there were four Project Advisory Council meetings.

November 6, 1972	total number of parents present - 9
January 19, 1973	total number of parents present - 12
April 6, 1973	total number of parents present - 18
June 8, 1973	total number of parents present - 10

The parental participation figures indicated that the objective relative to the Project Advisory Council meetings was met.

2.1.2 Community Involvement Objective #2

1. The first meeting of the Project Advisory Council will be held no later than October 31, 1973. Thereafter, the Council will meet at least every other month.
2. The Council will have the following functions: a) to review and react to reports submitted by project director, staff assistant, and/or evaluator; b) to receive and respond to complaints, requests for information or suggestions for activities from the participating communities; c) to plan for and help implement an effective dissemination program to keep the communities fully informed of project activities; d) to review and to react to any project press releases or final reports prepared by project staff; and e) to provide assistance in dealing with any problems which have arisen and to freely critique and revise project operations or schedules which impede effective implementation of the program.
3. Staff assistant will distribute minutes of the meetings to council members within ten days following the meeting. This objective will be met if: 1) meetings are held as scheduled; 2) content analysis of minutes of meetings reveals that council concerned itself with its specified functions; and 3) council members received minutes of meetings within ten days following the meeting.

Evaluation

There were four Project Advisory Council meetings held during the 1972-73 program year. The following are the agendas for these meetings.

Agenda for November 6, 1972 Living Room School Joint Advisory Council Meeting:

* Welcome--Mrs. Carolyn Sanzone, Project Coordinator
* Introduction of BOCES Project Staff
* Introduction of Council Members
* Presentation on the Living Room School Project
  Mrs. Doris Braun, Teacher Coordinator
* Discussion of Project Status and Project's Future
* Presentation of Draft of First Script for Living Room School Television Component--Mr. Lou Binder
* Identification of Next Interim Chairman

Agenda for January 19, 1973 Living Room School Joint Advisory Council Meeting:

* Welcome--Mrs. Margaret Jones, Interim Chairman
* Demonstration of Living Room School Curriculum
* Discussion of Living Room School Test
* Discussion of Project's Status in Each District
* Discussion of Project Funding for Next Year
* Identification of Next Interim Chairman

Agenda for April 6, 1973 Living Room School Joint Advisory Council Meeting:

* Welcome--Mrs. Lucy Jackson, Interim Chairman
* Introduction of BOCES Project Staff
* Introduction of Council Members Attending
* Boces Report of Future Project Funding
* Latest News of Carolyn's Project
* Report from District Coordinators or Teachers
* Recommendations from Joint Advisory Council
* Distribution of Living Room School Materials--
  'While You're At It' and article from
  "Saturday Review of Education"
* Picture presentation by Living Room School teaching staff of children engaged in typical Living Room School activities
* Presentation of music and still shots from Living Room School television production, Room To Grow

Agenda for June 8, 1973 Living Room School Joint Advisory Council Meeting:

** ROOM TO GROW
* Reaction Questionnaire
* Coffee and Cake
* General Discussion
* Reports from Districts

Overall this objective has been met, in that the required number of meetings was held, although not on schedule, and that the council concerned itself with its specified functions. The minutes of the meetings were distributed to the council members as required with the exception of last meeting. These minutes will be distributed when results of the audience reaction questionnaire to the "Room To Grow" pilot television show are tabulated and summarized.

2.2 Teacher Reporting

2.2.1 Teacher Reporting Objective #1

The teacher trainer will receive on or before the last day of each month, written reports from teachers in each Living Room School which will include: 1) general comments about the Living Room School operations; 2) problems arising in the Living Room School; 3) suggestions for improvement of Living Room School operations. This objective will be met if 90% of the reports are received on time.

Evaluation

The records indicate that well over 90% of the teacher reports were received on time. The operational problems that the teachers listed in their monthly reports were for the most part resolved with the cooperation of the BOCES staff.

As the project enters its third year, the format of the monthly report will reflect the changing needs of the project. Specific information will be elicited from the teachers with respect to efforts directed at continuation of Living Room School at local level without federal funding. Information about the operation of the handicapped component will also be sought.

2.2.2 Teacher Reporting Objective #2

The staff assistant will conduct a meeting once a month with all project management staff to discuss the teacher and aide report, giving particular attention to problems indicated therein and strategies for their solution. One management staff member will be assigned to follow through on appropriate problems and will make contact with teacher within a week. Objective will be met if: 1) meetings are held as scheduled; and 2) project staff becomes involved in 90% of the problems listed in the problem assignment log.

Evaluation

1. The meetings were held once a month in all months except one. The meetings were not held on the dates scheduled initially.

2. The project staff became involved in all of the problems listed in the problem assignment log. Each problem was assigned to a particular staff member for solution and/or follow up.

In addition to problems which were innumerated in monthly reports, staff also discussed possible solutions to problems which were brought to the attention of staff during on-site visits or teacher training sessions.

2.3 BOCES Management

2.3.1 BOCES Management Objective #1

The staff assistant will submit a monthly report, due no later than the 10th day of each following month to project director or evaluator. The report will include: 1) major tasks completed; 2) meetings held; 3) problems; 4) suggestions for improved management; and 5) other. Objective will be met if all reports are received by evaluator within ± 5 days of due date.

Evaluation

All the monthly reports were received within the alloted time through February, 1973, at which time the staff assistant resigned.

2.3.2 BOCES Management Objective #2

The evaluator will submit a monthly report, due no later than the last day of each month, to project director and staff assistant. The report will include: 1) major tasks completed; 2) meetings held; 3) problems; 4) suggestions for improved management; and 5) other. Objective will be met if all reports are received by staff assistant within ± 5 days of due date.

Evaluation

All of the monthly reports were received within the allotted time with the exception of the June report.

2.3.3 BOCES Management Objective #3

The teacher trainer will submit a monthly report, due on the last day of each month, to staff assistant, project director, and evaluator. The report will include: 1) major tasks completed; 2) meetings held; 3) problems; 4) suggestions for improved management; and 5) other. Objective will be met if all reports are received by staff assistant within ± 5 days of due date.

Evaluation

All of the monthly reports were received within the allotted time.

2.3.4 BOCES Management Objective #4

The television teacher will submit a monthly report, due on the last day of each month, to staff assistant, project director, and evaluator. The report will include: 1) major tasks completed; 2) meetings held; 3) problems; 4) suggestions for improved management; and 5) other. Objective will be met if all reports are received by staff assistant within ±5 days of due date.

Evaluation

Inasmuch as the teacher trainer assumed the dual role of television teacher and teacher trainer, the reports submitted by the teacher trainer incorporated comments about her television functions. As stated in the previous objective, these reports were submitted on time.

2.3.5 BOCES Management Objective #5

The staff assistant will make three announced and three unannounced visits to each Living Room School, between September and June 30, 1973. The purpose of the visits will be to assess overall operations and to check specifically if the programs are each fulfilling the obligations as specified in their subcontracts. Reports of each visit will be submitted to the project director, evaluator, teachers, within 10 days of the visit. Schedules of announced visits will be distributed to teachers, parents, and interested parties by October 1, 1972. Announced and unannounced visit schedules will be distributed to project director and evaluator by September 1, 1972. Objective will be met if: 1) each of the site visits are made as scheduled; and 2) each of the reports are submitted to recipients as scheduled.

Evaluation

This objective was not met. The staff assistant made only one visit to each of the Living Room School sites. Although no calendar of on-site visits was submitted to project director or evaluator by the required date because the staff assistant, being pregnant, was advised not to make on-site visits in the early stages of her pregnancy. In order to compensate for the lack of on-site contact, however, the staff assistant did attend teacher training sessions as well as maintain frequent telephone contact with the teachers in order to discuss and assist in the solution of problems for most of the project year. Upon the resignation of the staff assistant, the project director appointed the project administrator, one of his administrative staff, to coordinate project activities. She made one announced visit to each site and conducted staff meetings, etc. The staff assistant continued to be involved in a consultant capacity.

2.3.6 BOCES Management Objective #6

1) The staff assistant will complete negotiations with participating districts for all subcontracts for the third year of operation by September 1972. 2) The negotiations will involve the following personnel: staff assistant, Living Room School teacher, local coordinator, and local district business manager. The objective will be met if records indicate that all negotiations for subcontracts were completed by September 1972.

Evaluation

All negotiations with participating districts for subcontracts for the second year of operation were completed by August 30, 1972.

2.3.7 BOCES Management Objective #7

The project director will review monthly reports submitted by the staff assistant and evaluator, as well as reports from the Project Advisory Council, with particular attention to whether or not districts are fulfilling the obligations of their subcontract as outlined in the Living Room School component. Where necessary, the project director will meet with local superintendents to discuss solutions to any problems highlighted by the reports. Objective will be met if project director submits to evaluator the completed checklist, on a monthly basis.

Evaluation

The interim report indicates that the checklists were submitted on a monthly basis. Due to an oversight on the part of the evaluator, the checklists were never submitted to the project director after this period. A review of the project records indicates that there were no major problems with the operation of the Living Room School program that necessitated the involvement of the local school superintendents. All districts fulfilled the obligations of their subcontracts as outlined in the Living Room School component.

2.3.8 BOCES Management Objective #8

A Living Room School Newsletter will be prepared by BOCES and distributed on a regular basis to Living Room School parents and district staff. It is anticipated that the first edition of the Newsletter will be distributed within two months of the opening of the Living Room School sites and thereafter on a regular basis. This objective will be met if the Newsletter is distributed within time frame mentioned above.

Evaluation

During the 1972-73 program year, plans called for the distribution of four Living Room School newsletters during the second year of project operations. In order to promote greater community involvement in this objective, instead of having a professional writer prepare the newsletter as in 1971-72, a Living Room School parent was selected to write the newsletter; a community member to translate the newsletter into Spanish, and a Living Room School parent to do the artwork. Much of the photography was done by teachers and parents. Because of the time involved in selecting these people, maintaining a production schedule for the fall issue was difficult. It was decided to combine the fall and winter issues in a 10-page double issue. The spring issue was sent to parents on time; the summer issue will be distributed before the opening of the school year. See Appendix C for copies of the Living Room School Newsletters.

3.0 Television Component

The major goal of the television component of the Living Room School program is to produce a television series that will appeal to parents, including the disadvantaged, for the purpose of raising the effectiveness of their preschool children's intellectual and social functioning. After an extended gestation period, a pilot television show of broadcast quality has been produced on T.V. tape for showing to foundations and agencies in order to obtain funding for the development of the entire series.

The pilot show, entitled, "Room To Grow," was shown to parents, teachers, and aides of the Living Room School who attended the June Project Advisory Council meeting. Inasmuch as these people represented a segment of the projected audience for the series, an audience reaction questionnaire was administered to them in order to ascertain their reactions to the pilot show.

The first part of the questionnaire asked the audience to respond to a semantic differential with respect to each of the major characters and segments of the pilot show. These results are found in Table 14.

TABLE 14

RESPONSES IN PERCENTAGES TO AUDIENCE REACTION QUESTIONNAIRE

N = 24

I THINK T.V. IS ...

	(A) very	(B) a little	(C) neither	(D) a little	(E) very		no response
1. interesting	46	42	0	4	8	dull	0
2. worthless	0	4	4	42	46	valuable	4

I THINK "HARRY THE SUPER" IS ...

	(A) very	(B) a little	(C) neither	(D) a little	(E) very		no response
1. exciting	38	8	38	12	4	boring	0
2. worthless	4	0	17	25	46	valuable	8
3. interesting	29	25	17	17	0	dull	12
4. unpleasant	0	4	12	21	54	pleasant	8
5. imaginative	33	29	17	8	8	unimaginative	4
6. shallow	12	33	21	12	8	deep	12
7. informative	33	33	4	17	8	uninformative	4
8. unhelpful	4	0	8	29	50	helpful	8

I THINK APT. 2A IS ...

	(A) very	(B) a little	(C) neither	(D) a little	(E) very		no response
1. exciting	33	50	4	4	4	boring	4
2. worthless	0	0	0	21	71	valuable	8
3. interesting	62	25	0	4	4	dull	4
4. unpleasant	0	0	0	25	67	pleasant	8
5. imaginative	42	17	17	8	12	unimaginative	4
6. shallow	17	8	25	25	12	deep	12
7. informative	54	42	0	4	0	uninformative	0
8. unhelpful	0	4	0	29	62	helpful	4

I THINK "HERBIE" IS ...

	(A) very	(B) a little	(C) neither	(D) a little	(E) very		no response
1. exciting	38	21	12	17	8	boring	4
2. worthless	21	4	8	25	33	valuable	8
3. interesting	38	25	8	17	8	dull	4
4. unpleasant	0	29	0	42	17	pleasant	12
5. imaginative	38	29	4	12	12	unimaginative	4
6. shallow	17	12	29	12	21	deep	8
7. informative	42	4	4	17	25	uninformative	8
8. unhelpful	12	12	12	25	29	helpful	8

I THINK THE QUIZ SHOW IS ...

	(A) very	(B) a little	(C) neither	(D) a little	(E) very		no response
1. exciting	46	25	4	4	17	boring	4
2. worthless	8	12	4	17	50	valuable	8
3. interesting	50	17	4	4	17	dull	8
4. unpleasant	8	4	0	21	58	pleasant	8
5. imaginative	54	8	8	4	17	unimaginative	8
6. shallow	17	17	25	21	12	deep	8
7. informative	38	29	0	12	12	uninformative	8
8. unhelpful	12	0	0	33	46	helpful	8

I THINK THE "TALK" COMMERCIAL IS ...

	(A) very	(B) a little	(C) neither	(D) a little	(E) very		no response
1. exciting	29	17	21	8	21	boring	4
2. worthless	12	8	17	29	33	valuable	4
3. interesting	25	25	8	12	21	dull	8
4. unpleasant	12	4	8	25	46	pleasant	4
5. imaginative	29	33	8	8	12	unimaginative	8
6. shallow	29	17	17	21	12	deep	4
7. informative	33	17	12	12	17	uninformative	8
8. unhelpful	25	8	4	25	33	helpful	4

I THINK THIS PILOT SHOW IS ...

	(A) very	(B) a little	(C) neither	(D) a little	(E) very		no response
1. exciting	46	38	8	0	4	boring	4
2. worthless	4	0	4	25	62	valuable	4
3. interesting	54	33	0	8	0	dull	4
4. unpleasant	0	0	0	42	54	pleasant	4
5. imaginative	62	4	4	21	0	unimaginative	8
6. shallow	12	12	21	21	25	deep	8
7. informative	54	33	0	4	0	uninformative	8
8. unhelpful	0	0	0	42	54	helpful	12

The second part of the questionnaire asked the audience to respond to the following set of questions:

		Frequency
Question:	WHAT DO YOU LIKE MOST ABOUT THE PILOT SHOW?	
Responses by Parents:		
a.	Quiz show gave insight into raising children.....	1
b.	The idea that a parent is very important to the child's learning experience.....	1
c.	The way the teachers were explaining to one of the mothers about the school, songs, and the story about Herbie.....	1
d.	The beginning song.....	1
e.	Herbie and the fact that his mother seemed to realize that he only wanted attention which most children do....	1
f.	Very good.....	1
g.	No response.....	5
Responses by Teachers:		
a.	I enjoyed the quiz panel and certain part of Herbie.....	1
b.	Very explicit directions to parents.....	1
c.	Very natural real people.....	1
d.	I like Theresa talking to the parent and explaining concepts to her.....	2
e.	Harry is funny.....	1
f.	Herbie; he adds a great deal to the interest of the program; he would be an incentive for children to watch and learn.....	1
g.	No response.....	1
Responses by Aides:		
a.	The fact that enough people believe a show of the Living Room School should be made.....	1

		Frequency
b.	The COMMERCIAL was cute.....	1
c.	The color was good.....	2
d.	The actors were good.....	1
e.	The TALK show emcee, because he is most natural and believable.....	1
f.	Suggestions for projects and methods of working with children in the home are practical and very helpful.....	1
g.	I definitely like the Quiz Show.....	1
h.	Apt. 2A.....	1
i.	The concept that the parent and child can make the time they spend together less hectic and more enjoyable.....	1

Question: WHAT DO YOU LIKE LEAST ABOUT THE PILOT SHOW?

Responses by Parents:

a.	The TALK commercial was very boring.....	2
b.	I did not find at any point where something could be corrected.....	1
c.	No response.....	7

Responses by Teachers:

a.	Vicki's voice.....	1
b.	Quiz Show a little too contrived to be helpful.....	1
c.	T.V. show emcee is ridiculous and overplayed.....	1
d.	Herbie.....	1
e.	The TALK commercial and only seeing the mother's legs	1
f.	The TALK commercial was very lousy.....	1
g.	Some of the show sounded like a Sunday sermon and was very wordy.....	1
h.	No response.....	1

		Frequency
Responses by Aides:		
a.	Silly, not very serious for parent show.....	1
b.	Charlotte's voice annoyed me.....	1
c.	More realism needed.....	2
d.	Soap commercial too corny to be funny.....	2
e.	Show too wordy.....	1
f.	Show not enough action.....	1
g.	Show not enough surprise and excitement.....	1
h.	There seems to be too much effort to put too much knowledge in one show. As a result, it comes across too dry or serious.....	1
i.	Not enough spark to keep my interest.....	1
j.	Concepts and ideas were very good but poorly carved out..	1
Question:	WHAT SHOULD BE DONE TO IMPROVE THE SHOW?	
Responses by Parents:		
a.	There should be a blackboard where they can start to learn how to write.....	1
b.	Have more parents working with the program.....	1
c.	Delete TALK commercial.....	1
d.	Have me on it.....	1
e.	Nothing.....	2
f.	Undecided.....	1
g.	No response.....	3

		Frequency
Responses by Teachers:		
a.	More of 2A; show more interaction of adults with children in a real situation.....	2
b.	Show seems to be too contrived, silly, not really catchy.....	1
c.	Show too corny.....	1
d.	I think Herbie should be shown participating in some of the activities of the Living Room School and doing things with his mother.....	1
e.	Parents should be shown actually involved in the teaching aspect of the program.....	1
f.	Less talk about the Living Room School and more action so that the information can seep in.....	1
g.	No response.....	1
Responses by Aides:		
a.	Don't use props.....	1
b.	Film each Living Room School or a segment of each school and make it more real.....	2
c.	If the parent is "glued" to the T. V. with no distraction, it could be more informative. However, certain segments are long and wordy with no action and if interrupted would be hard to follow. Therefore, the concept of the Living Room School should be translated into more action (actual situations) sequences rather than expressed in so many words.....	1
d.	It could be made lighter and less lecturing.....	1
e.	Herbie is not too amusing, as expected.....	1
f.	Imagination.....	1
g.	Not enough realism.....	1
h.	I could predict the outcome of parent-teacher conversation.	1
i.	Super is a bore.....	1

Question: WOULD YOU WATCH THIS PROGRAM IF IT WERE A SERIES ON T. V. ?

	Yes	No	Maybe	No Response
Parents:	8	0	1	1
Teachers:	3	1	1	1
Aides:	5	0	3	0

In summary, the results indicated that the majority of the audience found "Room To Grow" to be exciting, valuable, interesting, pleasant, imaginative, helpful, informative, and something that they would watch if it were a series on T.V. While these results are quite favorable, they are based on a very limited sample. It is anticipated that the pilot tape will be shown to a much larger audience at the next viewing with the intent of eliciting reactions in order to improve the overall quality of the show.

The Living Room School teacher trainer, in addition to her role in development of the pilot T.V. show did in cooperation with Living Room School teachers, aides, parents and outside consultants, develop activity cards designed to help parents in educating their children. There were over 200 cards developed which specified ways in which children could learn while the parent performed her everyday work. The cards were divided into the following categories:

1. Helper Cards are to help with the everyday problems that come up between parent and child. They give some sensible hints on how to handle common behavior, like whining, jealousy, and fighting.

2. While You Work cards suggest ways a child can learn as he joins a parent in daily work: laundry, shopping, cooking, cleaning.

3. Waiting Games will help when a parent knows she and her child have a long wait ahead of them: at a clinic, on a long car ride, in a bank.

4. Out doors cards give suggestions for setting up the yard or the sidewalk to keep a child busy. They even give ideas of what to do while parent and child are "on the way" to somewhere else.

5. Making Things describes games and toys for parent and child to make them free, inexpensive, or scrap materials.

6. Special Times. Everybody needs some special time sometimes. Special times are the few minutes the parent and child spend alone together, when he finds out his someone special is his parent.

A copy of the activity cards entitled "While You're At It" is contained in Appendix D.

Part II

C. Identified Weaknesses in Program Design and Operation

Weakness	Corrective Action to be Taken
a) Inadequacies of system of record keeping by teachers.	Each site is to maintain a looseleaf book which will be divided into sections for each child; daily entries will be made (see page 30).
b) Need for more involvement of parents in decision-making about LRS site operations.	Teachers involved parent councils in decision making (see page 31).
c) Contact between some LRS teachers and prekindergarten and kindergarten personnel insufficient to promote effective follow-through for LRS children.	Discuss with district administrators a plan for periodic meetings and visitations between LRS and other early childhood personnel within each district.
d) Difficulty and delay for teachers in obtaining materials, supplies on a day-to-day basis.	Continuation of petty cash fund maintained at BOCES to which teachers in specific districts can submit receipts for inexpensive locally purchased items essential to program.
e) Reluctance of districts to continue economic support of program in light of the severe economic crush.	Continue to search for additional sources of funding.

APPENDIX A

THE LIVING ROOM SCHOOL COGNITIVE ASSESSMENT INVENTORY

Developed by:

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Nassau County, New York
Research and Development Division
Nassau Regional Office for Educational Planning

Lawrence McNally
Sally Stephenson
Doris Braun

Instructions to the Examiner:

With each section of the test, the materials needed are listed. A diagram of how the materials are to be placed before the child is included for each question which uses materials.

Say only the words written in capital letters to the child. Maintain an encouraging attitude; however, do not help the child in any other ways than those listed in the manual. The question may be read a second time, if necessary.

The criteria for a correct answer is given in parentheses after each question.

Before starting the test, say to the child, "WE ARE GOING TO PLAY A GAME AND I WANT YOU TO DO THINGS JUST THE WAY I TELL YOU, SO LISTEN CAREFULLY."

All materials should remain out of the child's view until needed.

It is suggested that a parent assist the examiner in administering this test to the child. The parent should not be related to the child.

c. Take the extra yellow crayon and hold it on the palm of your hand, in front of the child. Say to the child, "FIND ME ANOTHER ONE JUST LIKE THIS ONE."

(The child must indicate clearly the yellow crayon on the table.)

Proceed to Level II if the child passes at least two of the three questions in Level I. If child hasn't answered two of the three questions correctly in Level I, proceed to section marked, "Shapes," p. 3.

Level II

Leave the five different colored crayons on the table in front of the child, just as they were in Level I The red crayon on the child's left, then the blue one, then yellow, then green, then brown.

d. Say to the child, "GIVE ME THE RED CRAYON."

(The child must give the red crayon.)

e. Say to the child, "GIVE ME THE BLUE CRAYON."

(The child must give the blue crayon.)

f. Say to the child, "GIVE ME THE YELLOW CRAYON."

(The child must give the yellow crayon.)

Proceed to Level III if the child passes at least one question in Level II. If child has not answered correctly one of the three questions in Level II, proceed to section marked, "Shapes," p. 3.

Level III

Place card #1 (colors) in front of the child on the table. The red square must be to the child's left.

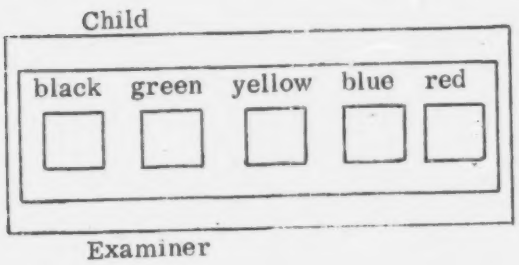


table with card #1,
as seen by the examiner

g. Point to the green square and ask the child, "WHAT COLOR IS THIS?"

(The child must say green.)

h. Point to the black square and ask the child, "WHAT COLOR IS THIS?"

(The child must say black.)

2. Shapes

Materials Needed:

6 cardboard shapes, two squares, one triangle, two circles, and one rectangle; 7 plastic letters, two "A's," one "B," one "C," one "L," and two "O's;" card #2 (circle), and card #3 (triangle).

Level I

Take four of the six shapes: one circle, one triangle, one square, and one rectangle. Place these shapes approximately 2 inches apart, on the table before the child, side by side. Start from the child's left, placing the circle first, then the triangle, then the square, and last, on the right, the rectangle.

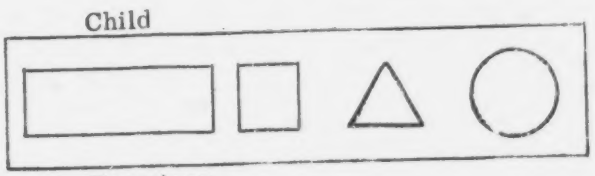


table with shapes, as seen by the examiner

a. Take the extra circle and hold it on the palm of your hand, in front of the child. Say to the child, "FIND ME ANOTHER ONE JUST LIKE THIS ONE."

(The child must indicate clearly the circle on the table.)

b. Take the extra square and hold it on the palm of your hand, in front of the child. Say to the child, "FIND ME ANOTHER ONE JUST LIKE THIS ONE."

(The child must indicate clearly the square on the table.)

Take five of the seven plastic letters: one "A," one "B," one "C," one "O," and one "L." Place these letters approximately 2 inches apart on the table, side by side. Starting from the child's left, put the "A" first, then the "B," then the "C," then the "O," and last, the "L," on the right.

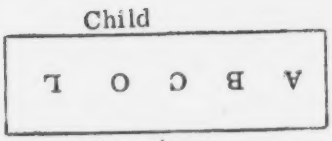


table with letters,
as seen by the examiner

c. Take the extra "A" and hold it on the palm of your hand, in front of the child. Say to the child, "FIND ME ANOTHER ONE JUST LIKE THIS ONE."

(The child must indicate clearly the "A" on the table.)

d. Take the extra "O" and hold it on the palm of your hand, in front of the child. Say to the child, "FIND ME ANOTHER ONE JUST LIKE THIS ONE."

(The child must indicate clearly the "O" on the table.)

Proceed to Level II if the child passes at least two questions in Level I. If he has not answered correctly two of the four questions in Level I, proceed to section marked, "Size," p. 6.

Level II

Place card #2 (circle) in front of the child, on the table.

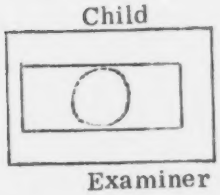


table with card #2,
as seen by the examiner

e. Point to the circle and ask the child, "WHAT SHAPE IS THIS?"

(The child must say circle, round, or the name of any round object.)

Place card #3 (triangle) on the table, in front of the child, with the base of the triangle facing the child.

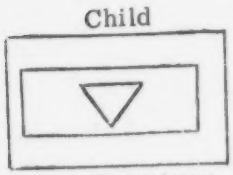


table with card #3,
as seen by the examiner

f. Point to the triangle and ask the child, "WHAT SHAPE IS THIS?" (The child must say a triangle or the name of any triangular object.)

3. Size

Materials Needed:

5 different sized cardboard squares, two large, one middle-sized, and two small; card #4 (balls).

Level I

Take three of the five squares; one large, one middle-sized, and one small. Place the squares side by side, approximately 2 inches apart. Starting from the child's left, put the large square first, then the middle-sized one, and last, the small one

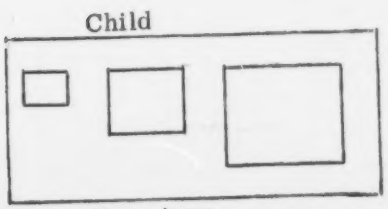


table with squares,
as seen by the examiner

a. Take the other large square and hold it on the palm of your hand, in front of the child. Say to the child, "FIND ME ANOTHER ONE AS LARGE AS THIS ONE." or "FIND ME ANOTHER ONE AS BIG AS THIS ONE."

(The child must indicate clearly the largest square on the table.)

b. Take the other small square and hold it on the palm of your hand, in front of the child. Say to the child, "FIND ME ANOTHER ONE AS SMALL AS THIS ONE." or "FIND ME ANOTHER ONE AS LITTLE AS THIS ONE."

(The child must indicate clearly the smallest square on the table.)

Proceed to Level II if the child passes at least one question in Level I. If he has not answered correctly one of the two questions in Level I, proceed to section marked, "Numbers," p. 8.

Level II

Place card #4 (balls) in front of the child on the table. The largest ball must be on the child's left.

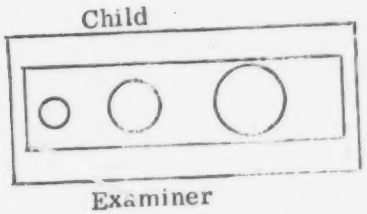


table with card #4, as seen by the examiner

c. Ask the child, "WHICH IS THE LITTLEST BALL?" or "WHICH IS THE SMALLEST BALL?"

(The child must indicate clearly the littlest ball.)

d. Ask the child, "WHICH IS THE BIGGEST BALL?" or

"WHICH IS THE LARGEST BALL?"

(The child must indicate clearly the biggest ball.)

4. Numbers

Materials Needed:

5 plates; 5 spoons.

Level I

a. Say to the child, "COUNT TO FIVE. ONE. . ."

Just say one for the child.

(The child must count two, three, four, five.)

b. Place the plates, as in the diagram, on the table, to the right of the child. Place the spoons to the left of the child, approximately 1 inch apart.

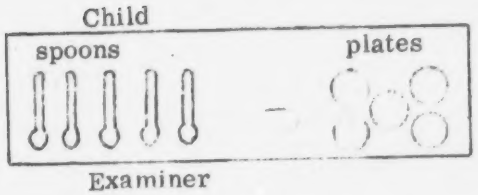


table with plates and spoons, as seen by the examiner

Say to the child, "PUT ONE SPOON ON EACH PLATE."

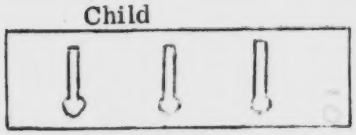
(The child must place only one spoon on each plate.)

Proceed to Level II if the child passes at least one question in Level I. If he has not answered correctly one of the two questions in Level I, proceed to section marked, "Classification," p. 9.

Level II

c. Place three of the five spoons in front of the child, side by side, approximately 2 inches apart.

Child



Examiner

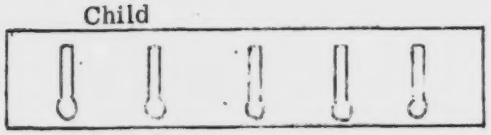
table with three spoons, as seen by the examiner

Say to the child, "COUNT THE SPOONS."

(The child must say, "One, two, three," or say, "Three.")

d. Place all five of the spoons in front of the child, side by side.

Child



Examiner

table with five spoons, as seen by the examiner

Say to the child, "COUNT THE SPOONS."

(The child must say, "One, two, three, four, five," or say, "Five.")

5. Classification

Materials Needed:

Cards #5-24: card #5 (carrots), #6 (bananas), #7 (wagon), #8 (apple), #9 (cow), #10 (car), #11 (cat), #12 (bird), #13 (ball), #14 (boy), #15 (girl), #16 (boy), #17 (boat), #18 (hat), #19 (airplane), #20 (car), #21 (tree), #22 (pear), #23 (goat), #24 (flower).

Demonstrate the following item:

Starting at the child's left, place card #5 first, then #6, then #7, and #8, side by side, approximately 2 inches apart on the table.

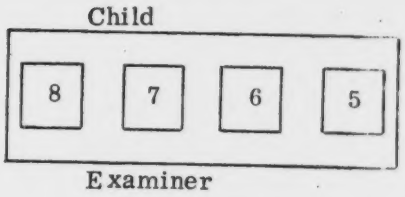


table with cards #5, 6, 7, & 8, as seen by the examiner

Point to each of the cards and say, "THREE OF THESE BELONG TOGETHER. ONE DOES NOT BELONG. SHOW ME WHICH ONE DOES NOT BELONG WITH THE OTHERS."

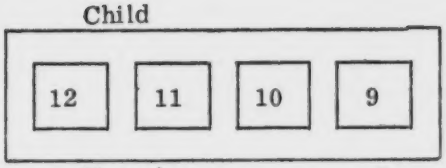
(The child must indicate the wagon.)

If the child picks the correct card, say "YES." If incorrect, say "NO." Whatever his response, continue with the following explanation: Pointing to each card in turn, say "YES/NO, BECAUSE WE EAT AN APPLE, WE EAT CARROTS, AND WE EAT BANANAS; SO THESE BELONG TOGETHER BECAUSE THEY ARE ALL FOOD AND WE EAT THEM. THE WAGON IS A TOY AND WE DO NOT EAT A TOY; SO THE WAGON DOES NOT BELONG WITH THE OTHERS." Say, "NOW WE'RE GOING TO PLAY ANOTHER GAME JUST LIKE THIS."

Level I

a. Starting at the child's left, place cards #9 first, then 10, 11, and 12, side by side, approximately 2 inches apart on the table.

Child



Examiner

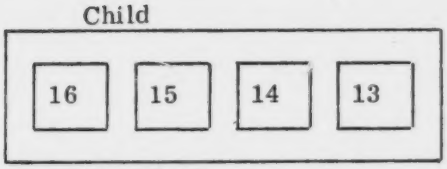
table with cards #9, 10, 11, & 12, as seen by the examiner

Point to each of the cards and say, "THREE OF THESE THINGS BELONG TOGETHER. ONE DOES NOT BELONG. SHOW ME WHICH ONE DOES NOT BELONG WITH THE OTHERS."

(Child must clearly indicate the car.)

b. Starting at the child's left, place card #13 first, then card #14, 15, and 16, side by side, approximately 2 inches apart on the table.

Child



Examiner

table with cards #13, 14, 15, & 16, as seen by the examiner

Point to each of the cards and say, "THREE OF THESE THINGS BELONG TOGETHER. ONE DOES NOT BELONG. SHOW ME WHICH ONE DOES NOT BELONG WITH THE OTHERS."

(Child must clearly indicate the ball.)

Proceed to Level II if the child passes at least one of the two questions in Level I. If child has not answered correctly one of the two questions in Level I, proceed to section marked, "Body Parts," p. 13.

Level II

c. Starting at the child's left, place card #17 first, then #18, 19, and 20, side by side, approximately 2 inches apart on the table.

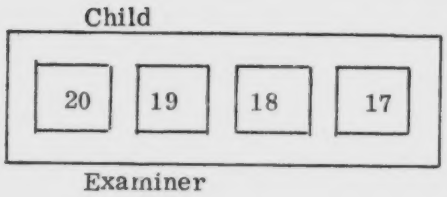


table with cards #17, 18, 19, & 20, as seen by the examiner

Point to each of the cards and say, "THREE OF THESE THINGS BELONG TOGETHER. ONE DOES NOT BELONG. SHOW ME WHICH ONE DOES NOT BELONG WITH THE OTHERS."

(Child must clearly indicate the hat.)

d. Starting at the child's left, place card #21 first, then #22, 23, and 24, side by side, approximately 2 inches apart on the table.

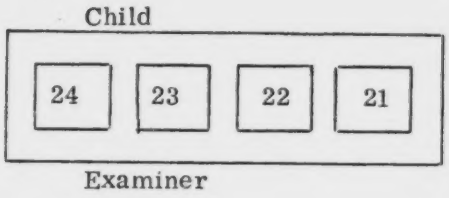


table with cards #21, 22, 23, & 24, as seen by the examiner

Point to each of the cards and say, "THREE OF THESE THINGS BELONG TOGETHER. ONE DOES NOT BELONG. SHOW ME WHICH ONE DOES NOT BELONG WITH THE OTHERS."

(Child must clearly indicate the goat.)

6. Body Parts

Materials Needed:

Doll

Level I

a. Say to the child, "TOUCH YOUR NOSE."

(The child must indicate clearly his nose.)

b. Say to the child, "TOUCH YOUR LEG."

(The child must indicate clearly his leg.)

c. Say to the child, "TOUCH YOUR EYE."

(The child must indicate clearly his eye.)

Proceed to Level II if the child passes at least two questions in Level I. If he has not answered correctly two of the three questions in Level I, proceed to section marked, "Positional Relationship," p. 15.

Level II

Place the doll lying down on the table in front of the child, with the doll's head at the top and its feet at the bottom.

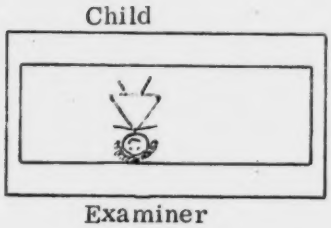


table with doll,
as seen by the examiner

d. Say to the child, "WHERE IS THE DOLL'S NOSE?"

(The child must indicate clearly the doll's nose.)

e. Say to the child, "WHERE IS THE DOLL'S LEG?"

(The child must indicate clearly the doll's leg.)

f. Say to the child, "WHERE IS THE DOLL'S EYE?"

(The child must indicate clearly the doll's eye.)

Proceed to Level III if the child answers at least two questions in Level II. If he has not answered correctly two of the three questions in Level II, proceed to section marked, "Positional Relationship," p. 15.

Level III

Place the doll just as in the above diagram.

g. Say to the child, whild you touch the ear of the doll, "WHAT IS THIS?"

(The child must say--ear.)

If child says, "head," ask, "WHAT PART OF THE HEAD IS THIS?"

h. Say to the child, while you touch the chin of the doll, "WHAT IS THIS?"

(The child must say--chin.)

If child says, "head," ask, "WHAT PART OF THE HEAD IS THIS?"

i. Say to the child, while you touch the elbow of the doll, "WHAT IS THIS?"

(The child must say--elbow.)

If child says, "arm," ask, "WHAT PART OF THE ARM IS THIS?"

7. Positional Relationship

Materials Needed:

1 square block and 1 box large enough for the block to fit in;

3 different sized cardboard squares; 1 toy truck.

Level I

Place the block to the left of the child and the box to the right of the child, approximately 2 inches apart. Place the box with the opening on the bottom so the opening can't be seen.

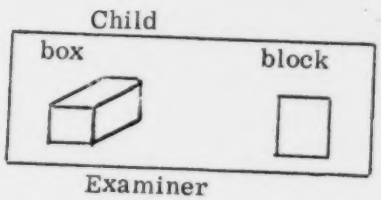


table with block and box, as seen by the examiner

a. Tell the child, "PUT THE BLOCK ON TOP OF THE BOX."
(The block must be placed on top of the box.)

b. Replace materials as seen in above diagram. Tell the child, "PUT THE BLOCK UNDER THE BOX."
(The child must put the block under the box.)

c. Turn the box over so that the opening is on top and place the block to the child's left again. Say to the child, "PUT THE BLOCK IN THE BOX."

Proceed to Level II if the child passes at least two questions in Level I. If he has not answered correctly two of the three questions in Level I, proceed to section marked, "Zipper Frame," p. 17.

Level II

Place the block to the left of the child and the truck to the right of the child on the table. The front of the truck should be facing the child.

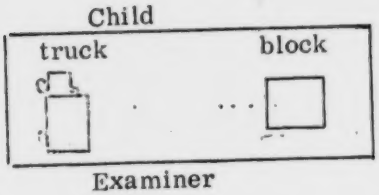


table with block and truck, as seen by the examiner

d. Say to the child, "PUT THE BLOCK IN FRONT OF THE TRUCK."

(The child must place the block in front of the truck.)

e. Replace materials as seen in diagram above. Say to the child,

"PUT THE BLOCK BEHIND THE TRUCK."

(The child must place the block behind the truck.)

Proceed to Level III if the child passes at least one question in Level II. If he has not answered correctly one of the two questions in Level II, proceed to section marked, "Zipper Frame," p. 17.

Level III

Place the three different cardboard squares to the left of the child, with the largest on the bottom and the smallest on top. Place the truck to the right of the child, with the front facing the child.

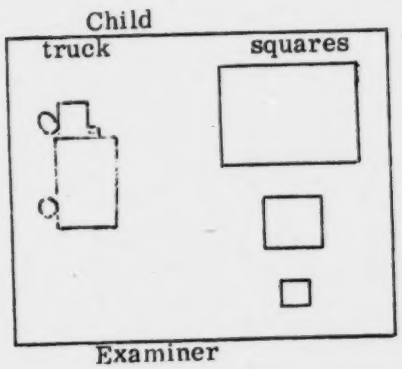


table with squares and truck, as seen by the examiner

f. Tell the child, "PUT THE BIGGEST SQUARE IN FRONT OF THE TRUCK."

(The child must place the biggest square in front of the truck.)

g. Replace materials as seen in above diagram. Tell the child, "PUT THE LITTLEST SQUARE BEHIND THE TRUCK."

(The child must place the littlest square behind the box.)

8. Zipper Frame

Materials Needed:

A Montessori zipper frame.

Demonstrate the following item:

Place the open zipper on the table in front of the child with the handle of the zipper down towards the child. Zip the zipper to the top, saying, "WATCH ME ZIP THIS ZIPPER." Proceed to unzip the zipper down to approximately 1 inch from the bottom, leaving the zipper engaged.

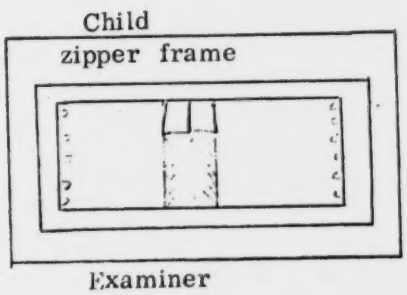


table with zipper frame, as seen by the examiner

Level I

a. Say to the child, "FINISH ZIPPING THIS ZIPPER, JUST THE WAY I DID IT."

(The child must zip the zipper up to 1 inch from the top, at least.)

Proceed to Level II if the child passes Level I. Otherwise, proceed to section marked, "Button Frame," p. 18.

Level II

b. Disengage the zipper completely and say to the child, "ZIP THE ZIPPER ALL THE WAY BY YOURSELF THIS TIME."

(The child must engage the zipper and zip up to 1 inch from the top, at least.)

9. Button Frame

Materials Needed:

A Montessori large button frame; a Montessori small button frame.

Demonstrate the following item:

Place the large button frame, opened, on the table in front of the child, with the buttonholes to the child's left. Button the button closest to the child, saying, "WATCH ME BUTTON THE BUTTON." Then open the button.

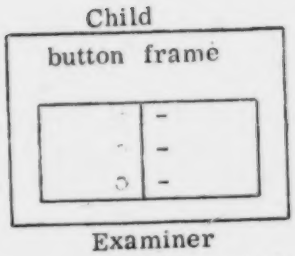


table with button frame, as seen by the examiner

Level I

d. Say to the child, "BUTTON THIS JUST THE WAY I DID."

(The child must button one button.)

Proceed to Level II if the child passes Level I. Otherwise, proceed to section marked, "Scissors," p. 19.

Level II

b. Place the small button frame, opened, as in the above diagram.

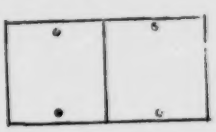
Say to the child, "BUTTON 2 BUTTONS." If he buttons only one and stops, encourage him to continue.

(The child must button at least two buttons.)

10. Scissors

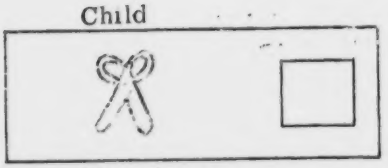
Materials Needed:

1 blank sheet of paper, approximately 4" x 5" (an 8 1/2" x 11" sheet, cut in quarters); 1 piece of paper, approximately 4" x 5", with a line down the middle, and a solid line on each side, approximately 1/2" from the dotted line; and one pair of blunt nosed scissors.



Level I

a. Place the blank sheet of paper to the left of the child, on the table, and a pair of scissors to the right of the child, with the handle of the scissors next to the child.



paper and scissors,
as seen by the examiner

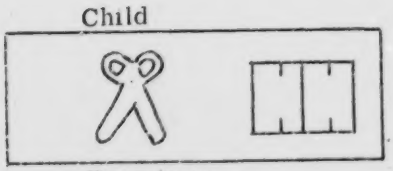
Say to the child, "CUT THE PIECE OF PAPER."

(The child must cut at least 1 inch of the paper with the scissors.)

Proceed to Level II if the child passes Level I. Otherwise, proceed to section marked, "Large Motor Coordination," p. 21.

Level II

b. Place the piece of paper with the dotted line and two solid lines to the left of the child, on the table. Place the scissors to the right of the child.



paper and scissors,
as seen by the examiner

Point to the dotted line and say to the child, "CUT THE PIECE OF PAPER ON THE LINE ALL THE WAY TO THE END."

(The child must cut the paper into two parts and the cut must be made somewhere between the dots.)

11. Large Motor Coordination

Materials Needed:

Masking tape, three yards long.

Level I

a. Make a straight line three yards long on the floor with the tape. Say to the child, "WALK A STRAIGHT LINE ON THIS TAPE."

(The child must remain within one foot on either side of the tape.)

b. Using the same taped line, say to the child, "WALK ON THIS LINE WITH ONE FOOT IN FRONT OF THE OTHER."

(The child must place one foot in front of the other, without leaving the line.)

Proceed to Level II if the child passes at least one question in Level I. Otherwise, terminate the examination.

Level II

c. Say to the child, "STAND ON ONE FOOT WITH ME WHILE I COUNT TO THREE."

(The child must stand on one foot for three seconds without stopping and without holding on.)

Do it with the child.

d. Say to the child, "STAND ON ONE FOOT WITH ME WHILE I COUNT TO FIVE."

(The child must stand on one foot for five seconds without stopping and without holding on.)

Do it with the child.

Proceed to Level III if the child passes Level II. Otherwise, terminate the examination.

Level III

e. Demonstrate hopping to the child, saying, "WATCH ME HOP ON ONE FOOT." Then say to the child, "NOW HOP ON ONE FOOT WITH ME WHILE I COUNT TO FIVE."

(The child must hop on one foot for five seconds without stopping and without holding on.)

f. Say to the child, "NOW HOP ON ONE FOOT WITH ME WHILE I COUNT TO TEN."

(The child must hop on one foot for ten seconds without stopping and without holding on.)

ICES

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Child's Name _____ Name of Examiner _____

Date of Birth _____ Date of Test _____

Answer Sheet

1 Colors

Level I a___ b___ c___

Level II d___ e___ f___

Level III g___ h___

Colors Total _____

2. Shapes

Level I a___ b___ c___ d___

Level II e___ f___

Shapes Total _____

3. Size

Level I a___ b___

Level II c___ d___

Size Total _____

4. Numbers

Level I a___ b___

Level II c___ d___

Numbers Total _____

5 Classification

Level I a___ b___

Level II c___ d___

Classification Total _____

6. Body Parts

Level I a___ b___ c___

Level II d___ e___ f___

Level III g___ h___ i___

Body Parts Total _____

7. Positional Relationship

Level I a___ b___ c___

Level II d___ e___

Level III f___ g___

Positional Relationship Total _____

8. Zipper Frame

Level I a___

Level II b___

Zipper Frame Total _____

9. Button Frame

Level I a___

Level II b___

Button Frame Total _____

10. Scissors

Level I a___

Level II b___

Scissors Total _____

11. Large Motor Coordination

Level I a___ b___

Level II c___ d___

Level III e___ f___

Large Motor Coordination Total _____

GRAND TOTAL _____

LIVING ROOM SCHOOL
COGNITIVE ASSESSMENT INVENTORY

PRELIMINARY TEST MANUAL

The Living Room School Cognitive Assessment Inventory has been designed to assess the cognitive skills of pre-school children in the Living Room School program. The children in this program range in age from two to four and one-half years of age.

All the items of this test were jointly selected by the Living Room School staff and the parents of the children participating in the program from a list of objectives of the Living Room School program. Additional review of the items was provided by other early childhood personnel.

There are a total of fifty-four items in the Inventory. These items consist of the following eleven sub-tests:

1. Colors
2. Shapes
3. Size
4. Numbers
5. Classification
6. Body Parts
7. Positional Relationship
8. Zipper Frame
9. Button Frame
10. Scissors
11. Large Motor Coordination

Within each sub-test of the Inventory, there are two or three levels of items which reflect different degrees of difficulty. The levels of difficulty within each sub-test were incorporated into the Inventory to preclude exposing the young children to repeated failure. In order for a child to be exposed to the more advanced and difficult levels, he would first have to demonstrate proficiency on the less cognitively advanced items.

The Living Room School Cognitive Assessment Inventory has been constructed in such a manner that any trained individual can administer it. The materials utilized in the Inventory are everyday objects that are readily available. A Spanish translation of the Inventory has been made.

An initial set of items was first pilot tested during the summer of 1972, using two and one-half to four year old children. These children were enrolled in day care centers in the Nassau and Suffolk Counties of New York. The first phase of this pilot testing consisted of refining the particular items of the instrument. The second phase consisted of determining discrimination level and item difficulty indices for the fifty-four items.

Question		Discrimination Level	Difficulty
1. Colors			
Level I	a.	.70	.89
	b.	.62	.91
	c.	.37	.81
Level II	d.	.85	.72
	e.	.88	.68
	f.	.77	.83
Level III	g.	.80	.50
	h.	.86	.68
2. Shapes			
Level I	a.	.64	.91
	b.	.57	.94
	c.	.64	.91
	d.	.69	.88
Level II	e.	.50	.50
	f.	.59	.55
3. Size			
Level I	a.	.57	.94
	b.	.64	.91
Level II	c.	.77	.83
	d.	.73	.86

Question		Discrimination Level	Difficulty
4. Numbers			
Level I	a.	.51	.73
	b.	.62	.91
Level II	c.	.88	.68
	d.	.87	.32
5. Classification			
Level I	a.	.77	.83
	b.	.83	.76
Level II	c.	.58	.45
	d.	.63	.35
6. Body Parts			
Level I	a.	0	1.00
	b.	0	1.00
	c.	0	1.00
Level II	d.	.58	.94
	e.	.62	.91
	f.	.33	.96
Level III	g.	.73	.86
	h.	.87	.32
	i.	.73	.57
7. Positional Relationship			
Level I	a.	.57	.94
	b.	.73	.86
	c.	.68	.88
Level II	d.	.44	.36
	e.	.57	.30
Level III	f.	1.00	.20
	g.	1.00	.17
8. Zipper Frame			
Level I	a.	0	1.00
Level II	b.	.44	.36

Question	Discrimination Level	Difficulty
9. Button Frame		
Level I a.	.58	.94
Level II b.	.73	.86
10. Scissors		
Level I a.	.64	.91
Level II b.	.80	.79
11. Large Motor Coordination		
Level I a.	0	1.00
Level II d.	.77	.83
Level III f.	.68	.61

Because this test contains more than one cognitive area and only one form of the test has been constructed, the only traditional reliability measurement for the overall test that is legitiimate is the retest coefficient of correlation. This procedure shows the amount of stability that the test contains over a period of time. This will measure the accuracy with which a score represents the status of a child in relation to the objectives of the Living Room School.

Thirty-nine children from two to four and one-half years of age attending a day care center in Nassau County, New York were pre- and post-tested on the instrument. A month elapsed between the two testings.

A coefficient of 1.0 is perfect, while anything of .8 or over is good. The coefficient for this test was .974.

All of the pre-test scores of the Living Room School students and the control group (students in day care centers and pre-kindergarten programs in Nassau County, New York) were used to compute the age norms for the Inventory.

Age Level	N	$\bar{X}$	Standard Deviation
2	35	16.971	9.265
3	97	32.835	11.181
4	99	40.898	8.674

The percentiles for each group are as follows. For example, a score of 5 by a two year old being better than 10 percent of the group tested.

Age 2		Age 3		Age 4	
percentile	score	percentile	score	percentile	score
10	4.2	10	15.9	10	30.4
20	8.3	20	25.8	20	33.3
30	11.1	30	30.2	30	36.7
40	13.9	40	32.3	40	40.5
50	17.0	50	34.7	50	41.9
60	20.5	60	36.4	60	43.8
70	23.8	70	38.4	70	46.2
80	39.5	80	41.4	80	48.8
90	41.0	90	46.8	90	51.6

APPENDIX B

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Division of Research and Development
Nassau Regional Office for Educational Planning

125 Jericho Turnpike
Jericho, New York 11753
516 - 997-8700

May 21, 1973
LRS: 508

Dear Living Room School Parent:

It is important to find out how the parents of the children in the Living Room School feel about the program. We are asking you to help us learn what you think about the Living Room School. Only you can give us the answers we need. You will not be named in any way. No one will know what your answers were. By answering these questions you will be helping us to make possible a better Living Room School program for the children.

Thank you for your help.

Living Room School Staff

LMcN:dvg

Directions:

Please answer each question as best you can. Do not sign this paper. After you have finished answering these questions, please put it in the envelope, seal it, and give it to the Living Room School teacher.

THIS FORM IS TO BE ANSWERED BY THE MOTHERS, FATHERS, OR GUARDIANS OF CHILDREN ATTENDING THE LIVING ROOM SCHOOL.

I. The following statements are about the Living Room School program. Please show how much you agree or disagree with these statements by circling the number which best tells how you feel. In the space below each item you may write any comments you have.

a. Children learn from playing.

1	2	3	4	5
strongly disagree	mildly disagree	doesn't matter	mildly agree	strongly agree

Comments: _____

_____

b. Children learn from using things in the home, like pots, cans, spoons, etc.

1	2	3	4	5
strongly disagree	mildly disagree	doesn't matter	mildly agree	strongly agree

Comments: _____

_____

c. Parents should encourage the children to ask questions.

1	2	3	4	5
strongly disagree	mildly disagree	doesn't matter	mildly agree	strongly agree

Comments: _____

_____

d. Parents should teach their children the names of colors, shapes, objects, etc.

1	2	3	4	5
strongly disagree	mildly disagree	doesn't matter	mildly agree	strongly agree

Comments: _____

_____

e. Parents should encourage their children to talk about their ideas.

1	2	3	4	5
strongly disagree	mildly disagree	doesn't matter	mildly agree	strongly agree

Comments: _____

_____

f. The Living Room School program is good for children.

1	2	3	4	5
strongly disagree	mildly disagree	doesn't matter	mildly agree	strongly agree

Comments: _____

_____

g. Parents have been encouraged to make decisions about the Living Room School program.

1	2	3	4	5
strongly disagree	mildly disagree	doesn't matter	mildly agree	strongly agree

Comments: _____

_____

h. The Living Room School program has helped my child become more interested in learning.

1	2	3	4	5
strongly disagree	mildly disagree	doesn't matter	mildly agree	strongly agree

Comments: _____

_____

_____

II. 1. Is your child getting something from the Living Room School program that seems special? Yes_____ No_____

Please explain:_____

2. What things do you like most about the Living Room School program? Please explain:_____

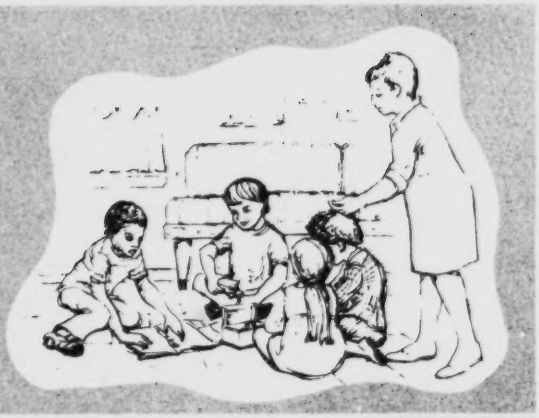
3. What things don't you like about the Living Room School program? Please explain:_____

4. What suggestions do you have for making the Living Room School program better?

APPENDIX C

LIVING ROOM SCHOOL NEWSLETTER

- FREEPORT
- GLEN COVE
- HEMPSTEAD
- LONG BEACH
- ROOSEVELT
- WESTBURY



NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES
RESEARCH AND DEVELOPMENT DIVISION
VOL. 1 - NO. 3
FALL-WINTER 1972

Now in its second year, Living Room Schools have brought changes into the lives of children and their parents. Because of the way the schools work, several new ideas have been developed which, if they prove successful, will spread far beyond Nassau County. They include a television program for parents of young children, for which TV writers visited LRS sites and talked with parents. Also, a set of cards is being printed filled with many suggestions of how parents and young children can do LRS-type activities at home with simple household materials. All of these will be field tested very shortly.

Jack Tanzman
Director

Ya en su segundo año, Las Escuelas del Hogar han traido muchos cambios a las vidas de niños y sus padres. Gracias a la manera en que las escuelas estan operando, varias ideas nuevas se han desarrollado, que si trabajan, se propagaran mucho mas alla del Condado de Nassau. Son un programa de television para los padres de niñitos. Escritores de TV visitaron sitios de Las Escuelas del Hogar y hablaron con las madres. Ademas, una coleccion de tarjetas llenas de sugerencias de como las madres y sus niñitos pueden hacer en casa, con los simple materiales que se encuentran en la casa, las clase de actividades que se hacen en la escuela. Todas estas cosas seran probadas dentro de poco.

Jack Tanzman
Director

NEWS ROUNDUP

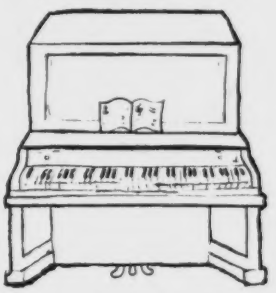
Freeport's Eileen Zimkind says that all of her LRS youngsters are going around singing a catchy little finger-play song these days: *Bringing Home the Baby Bumble Bee*. Set to the tune of *Turkey In the Straw*, it goes like this:

(rock arms in a cradling motion)
Bringing Home the Baby Bumble Bee,
Won't my Mommy be so proud of me,
'Cause I'm bringing home
A baby bumble bee.
(hand moving like a bee)
Buzz, buzz . . .
(cross arms over chest!)
Ouch! He stung me.

Eileen reports that the song has taught the children to verbalize, to be rhythmical, and to appreciate rhyme, all of which are important preparation for learning how to read.

Speaking of songs, *Roosevelt* youngsters have one to contribute, too. Their graduation song, *The Living Room School Song*, is set to the tune of *I've Been Working on the Railroad*. Written by Mrs. Chester and played on the piano by Mrs. Moss, it goes like this:

We belong to the Living Room School,
Gladly, we come to you.
We learn to pass the hours joyfully,
Yes, indeed we do.
We come to you every morning,
Eager to learn what's new.
We're young, but oh, so happy to belong
To the Living Room School.



This is the beloved piano at the Roosevelt LRS where the children love to hear Mrs Speaks play 'The Hoky Poky' and other childrens' melodies.

NEWS ROUNDUP (CONTINUED)

Naomi Collins, of *Hempstead*, holds a parents' meeting on the third Friday of every month. At one meeting, parent Mrs. Patricia Harris gave a free cosmetic and hair-styling demonstration.

Does your lipstick change color on your mouth? Well, if so, Pat Harris recommends applying a lemon base to your lips before applying your lipstick. The base keeps the lipstick color true. Pat answered all questions, including what preparations to use for various skin problems.

It was an informative and fun-filled meeting, but LRS aide Barbara Fletcher summed it up when she said laughingly: "We were all so beautiful, but we had no place to go!"

Westbury's Charlotte Lipfert has found a new way to help LRS pupils observe and discuss details. When her son gave her his seashell collection to take to the LRS school, she was quick to recognize that this activity would not only be of interest to children, but would also serve as a game to prepare them to observe differences in shapes — a primary step in reading readiness.

"There were at least six different varieties," says Charlotte. "I held each one up to the children and said, 'Can you find another one like this?' Soon, they had the whole tray sorted into piles of oyster, clam, mussel, jingle, scallop, and conch shells. It was amazing, since the differences were sometimes very slight and there were many sizes within a category."

As much as we hate to say *goodbye* to old friends like Senora Winfield, Carole Justice, Beryl Simonetti, Mary Castro, and Linda Shiffer, we are happy to welcome newcomers to our LRS family of teachers and aides. And so, a hearty *welcome* to Janie Speaks, Roosevelt; Gwen Davis, Long Beach; Eileen Bruck, Freeport; Sue Owen, Glen Cove; and Lorraine Bell, Hempstead.

Christmas Toys

This past Christmas season, the stores, as usual, were flooded with so many toys that it was almost impossible to know what to buy. The high-priced toys advertised on TV were often disappointing; but, of course, they're the ones most children request. It's hard to know what to choose, but in the future, the following questions will help guide you to a safe, wise, selection:

Is the toy strong?
Most children are not delicate with their toys—they drop them, they step on them, and they bang them about. Of course, you can't expect a toy to last forever, but you *can* expect it to take the normal wear and tear of play. Remember, batteries that wear out quickly and are expensive to replace will often leave your child with a useless toy that does nothing but gather dust!

Is the toy safe?
Always check for sharp edges, small pieces that might be swallowed (like the eyes of a Teddy Bear), toxic paint, and inflammable, cloth toys.

Is the toy suitable for the child's age and abilities?
If a toy is too complicated, it may be frustrating. If it's too simple, the child may quickly lose interest. The ages listed on toy packages can be used as a guide, but you're the best judge of your own child's interests and abilities!

Can the toy be used in many ways?
A set of blocks can be used over and over again by children of all ages. Paper and a set of magic markers or crayons will free the imagination. But a mechanical robot, or a doll that pours tea, does only one thing. Children quickly become bored with such toys and leave them on the shelf.

Here are some ideas that are different from the usual commercial suggestions. Try them, you'll probably be delighted with the results:

A box of stationery supplies containing:
- Pads of paper
- A stapler
- A roll of scotch tape
- Pens and pencils
- Blunt-ended scissors

A box of tools containing:
- A real hammer, wrench, and screwdriver with which to "fix" an old bicycle
- Large, headed nails
- Pieces of scrap wood (no splinters)
- Sandpaper
- Pieces of styrofoam packing

A science box containing:
- A flashlight with a blinking light
- A magnifying glass
- A pocket compass to take on walks
- A windowbox, seeds, earth, and a watering can
- A magnet and a box of paper clips

A hamster or gerbil and a small cage.
Or, if you think it's the parent's job to provide the child's sex education, two hamsters or gerbils and a cage! (Watch out! The questions may come so fast you'll hardly be able to answer them!)

A beauty box containing:
- A hand mirror
- Chapped-lips "lipstick"
- Face cream and some tissues
- Rollers and hairpins.

PRESCHOOL PRE-PAINTING

Almost every day, your preschooler proudly carries home a piece of paper covered with colored *scribble scrabble*.

"What is it?" you ask hopefully. But most likely, your child doesn't even bother to answer.

"Hang it up!" he commands, and wondering where you'll find even another inch of space, you stand looking at the refrigerator door, which is already covered with last week's creations.

What you may not realize is that before your preschooler is ready or able to make a picture of something *real* he needs a long time to experiment with paints and crayons — just getting their feel and trying them out.

In art expression, there are three stages that everyone must go through before he or she is able to make realistic pictures. Even an older child, who hasn't had any opportunity to use art materials, must pass through the first scribble stage before going on to the second level.

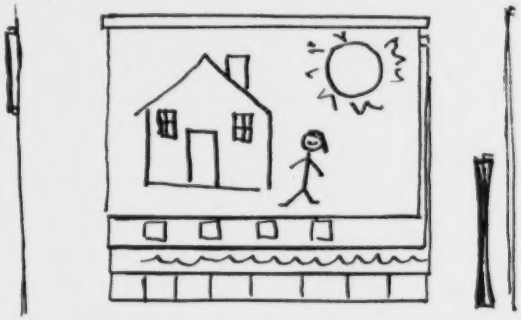
The second level occurs when the child achieves his first *real* picture on his own, usually a simple face. This can happen any time between the ages of 3½ and 6. The youngster is usually so pleased with this achievement that he will practice similar forms over and over again, with variations such as filling in the spaces, putting legs on heads, and so on.

The last stage, which usually occurs somewhere between the ages of 5 and 9, is when the child begins to make realistic pictures with extensive details. Fingers, fingernails, and eyelashes appear on his people drawings. Figures stand on a line that represents the ground. This line may also have flowers, grass, and trees on it.

Sometimes, parents don't realize the time, effort, and practice that children must experience before they can answer the question: "What is it?" But, the next time your preschooler brings you one of his pre-paintings, try accepting it with a comment something like: "Oh, you used a lot of red in your painting today."

Of course, you'll be too polite to mention that not only is the red on his picture, but it's also behind his ear and on his shoe!

"Oh, well," you'll probably tell yourself, as you hang it on top of his other pictures on the refrigerator, "It's a good thing paint washes off!"



You might also try hanging his paintings in a layered book. This is done by taping each new painting slightly higher than the last. Tape only the tops of paintings so that the family can lift each sheet of paper from the bottom to see the ones beneath. This saves space, shows your child that his paintings are important to you, and provides an attractive record of his painting progress.

MEET YOUR LRS REPORTER

Your reporter for this issue of the *Newsletter* is Mrs. Jacqueline Chester, mother of a youngster attending the Roosevelt Living Room School.

"I've always been interested in writing," says Mrs. Chester, "ever since I wrote poems and stories as a child."

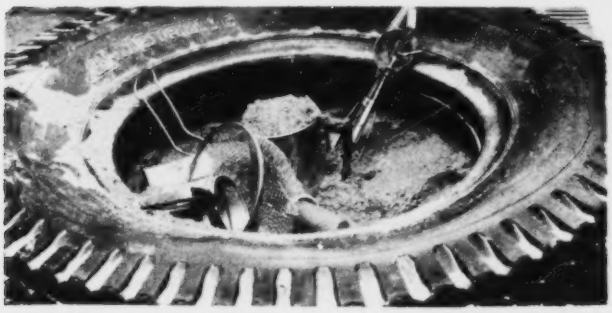
A graduate of the New York Fashion Institute of Technology, where she enjoyed her English courses even more than her courses in designing and art, Jacqueline Chester, although married for eight years, has kept her talents alive by taking a correspondence course in creative writing.

"Since I started interviewing Living Room teachers, aides, and parents and writing articles for the Newsletter, I feel constructive - more in touch with the outside world," says Mrs. Chester, who is also the busy mother of three children, ages 7, 6, and 4. "There's no better subject to write about than the one with which I'm most familiar - children! It's been both interesting and exciting."

BRIGHT IDEAS

When *Long Beach* youngsters were able to recognize various shapes, they utilized this knowledge by making toys: The round ends of oatmeal boxes were used for wheels, and rectangular shoe boxes were used for the base. When assembled, each child had a toy wagon.

Squares and triangles were also used—to make houses! Once finished, the name of the child was attached to the house he or she had made. Thus, having learned the different shapes, the children also began to recognize their own names.



Glen Cove teachers have made some wonderful educational equipment from scrap materials. A tire placed on a flat board makes a fine sandbox. Two sawhorses, a large board, and a shower curtain used as a tablecloth make a large and sturdy play table. Styrofoam is ideal for hammering nails into; it's easy to handle, quiet, and the nails can be removed and used again.

Westbury teachers put some donated, black, leather-like material to very practical use; they gave each parent enough material to make a pillow! Since pillows were to be stuffed with whatever materials parents had on hand, the assortment was most interesting. Some were stuffed with old stockings, others with yarn remnants, one was even stuffed with shredded paper a father brought home from his job. A sewing machine was set up at the school, and many parents did their stuffing and sewing there. Results? Now each of those lucky Westbury youngsters has a pillow to sit on during storytime.

Midnight Diary of a Mad LRS Teacher

"There's never a moment when the LRS isn't on our minds," says Shirley Bost. "I even wake in the middle of the night and jot down ideas on a pad by my bed...See?" In saying this, she pulled out a narrow roll of paper at least three feet long, covered with sleepy-looking writing.

Here's what it said:

Remember to take the detergent bottle out of the garbage and start making a bowling set.

Ask the radio store to give me the three-dimensional sign in the window for lesson on triangles.

Stop off at grocery store and dig in outside trash for large cartons to use as tunnels.

When we (my husband and I) buy our new TV set, don't bother about brands, choose the one with styrofoam packing that comes in shapes the children can use.

Thank parents for bringing in such useful scrap materials.

"Do you ever get a full night's sleep? I asked. "Sometimes," said Ms. Bost, "but then I have to jot down my ideas as I'm driving to work."

"Maybe it's better that you're sleepy than in an accident," I said, but Shirley didn't hear me. She was too busy washing out breakfast eggshells to use as collage material.

BEDTIME MAGIC

How do you go about getting a three-year-old who is fussy and irritable at bedtime to calm down and go to sleep? According to Mrs. Pendergast, whose daughter Jill attends the LRS, you simply mention that there is school tomorrow.

"Jill settles down instantly," says Mrs. Pendergast. "It works time and time again!"

Maria Mojica, visits with Edwin Rivera, Jill Pendergast, Henry Mojica, as they play a number game.

HOW REAL IS IT?

"Mom!" shouted three-year-old Ronnie Franklin. "There's a moose in my room!"

"A what?" asked his mother, not really believing her ears.

It was bedtime, and Ronnie, dressed in blue pajamas, was sitting on his bed and pointing to an empty corner of his room.

"Honey," said Mrs. Franklin, smiling and reaching for the light switch, "there's no moose here. Why, this room's not big enough to hold a moose—especially one with full-grown antlers."

"Please, Mom!" begged Ronnie. "Don't turn out the light. He's still over there in the corner."

Puzzled, Mrs. Franklin stood looking down at her frightened son. Then suddenly, she realized the origin of Ronnie's imaginary visitor: Just that day he had been watching an early-morning TV show that featured an animated moose.

"What's he doing here?" asked Mrs. Franklin, realizing that no matter how empty the corner looked to her, to Ronnie, it contained a remembered, animated moose.

"He's just standing there and looking at me," answered Ronnie, clutching the covers to his chin.

"Well, you lie down, and I'll chase him away," soothed Mrs. Franklin, tucking in the covers. "I think he'll like it better outside. Besides, there's grass in the backyard in case he gets hungry." Then, in a rough, tough voice, she spoke to her son's imaginary moose: "Go on now, get out of here. Ronnie needs his sleep!"

Watching, Ronnie seemed pleased.

"He's gone now, and he won't be back tonight," said Mrs. Franklin smiling cheerfully.

Ronnie settled down beneath the covers, and in a few minutes he was sound asleep.

The next morning, Ronnie watched a different TV program—one without an animated moose. For, wise mother that she was, Mrs. Franklin wanted the memory of that nighttime visitor to fade. And although to her, the entire program had seemed charming and geared to the interest level of children between the ages of two and six, Mrs. Franklin realized that to her son, the cute little moose who got into all kinds of trouble when he played tricks on people was a frighteningly real animal.

While not sure how or why this fear had come about, Ronnie's mother did understand that it was very real to her small son. She also knew that she must do something to help him overcome it.

And so, each night at bedtime, Mrs. Franklin carefully selected storybooks that she knew would completely absorb Ronnie's interest. And, when in the middle of the story she would catch his eyes turning from the pages of the book to the empty corner of the bedroom, she would casually but firmly chase the imaginary intruder from the room.

As time went on, Ronnie overcame his fear. He became interested in school and playmates and in the many other things that appeal to a young child. Soon, he had stopped checking the corner of his bedroom. For, although she really did not fully understand his fears, Mrs. Franklin had helped her young son to overcome them.

All children's lives are filled with natural fears. For example: *Will I wet my bed?* or, *Will I be able to handle that bully who tries to take my bike away?* or, *Does mommy love the baby more than she loves me?* And because it's difficult to put these fears into words, children very often transfer them to TV or storybook characters.

Seeing the animated moose on television gave Ronnie the same feelings of fright and insecurity as did his real, day-to-day problems. Mrs. Franklin, in responding to her son's needs with sensitivity and intelligence, even though she was somewhat mystified, helped him to overcome his problems. For, when she chased the moose away, Ronnie learned two things: First, that his mother accepted and understood how he was feeling—that alone was reassuring; second, that his mother was in charge of the moose, and could send it away. This gave Ronnie the reassurance that he needed, for it meant that she was strong enough to protect him and help him to successfully handle his problems.

THUS A CHILD LEARNS

Thus a child learns: by wiggling skills through his fingers and toes into himself; by soaking up habits and attitudes of those around him; by pushing and pulling his world.

Thus a child learns: more through trial than error; more through pleasure than pain; more through experience than suggestion; more through suggestion than direction.

Thus a child learns: through affection; through love; through patience; through understanding; through belonging; through doing; through being.

Day by day, the child comes to know a little bit of what you know; to think a little bit of what you think; to understand your understanding.

That which you dream and believe and are, in truth, becomes the child.

As you perceive dully or clearly; as you think fuzzily or sharply; as you believe foolishly or wisely; as you dream drably or goldenly; as you bear false witness or tell the truth -- thus a child learns.

Frederick J. Moffitt
Chief, Bureau of Instructional Supervision
New York State Education Department

DO IT YOURSELF

Paper mache is an inexpensive modeling material that is both fun and easy to make. If your child follows directions and completes the recipe (because he enjoys it, not because he's forced to do so) he will be taking a giant step toward success in school.

Besides building self-confidence (because he will be producing something interesting that the rest of his family can admire), he will be developing the finger and hand muscles needed for holding a pencil correctly. He will also learn about **shapes:** "You've made a ROUND ball"; **textures:** "when we add cold water, the paper becomes SOFT and WET. When it gets DRY, the paper becomes HARD"; and **quantities:** "If we add MORE water, the bowl will be too *full*."

PAPER MACHE

Utensils
1 quart bowl

Ingredients
Newspaper—enough to fill bowl
Water—enough to soak paper
½ cup flour

Steps
1. Tear newspaper into small bits and place in bowl.
2. Add water until newspaper is thoroughly wet.
3. Mix with hands until mushy.
4. Add flour and mix again.
5. Squeeze out most of water and shape mixture into interesting forms.
6. Paint when completely dry.

Note: If finished product is to be hung, wire loops should be inserted before drying process is completed.

BOILED COOKIES

Thanks to Mrs. Susan Brecht, who gave the following recipe to Westbury's Charlotte Lipfert:

Utensils
measuring cup
measuring spoons
medium-sized saucepan
wax paper

Ingredients
2 cups sugar
½ cup milk
3 cups quick oats
pinch of salt
1 tsp. vanilla
½ cup unsweetened cocoa
½ cup butter or margarine

Steps
1. Combine sugar, milk, unsweetened cocoa, and butter or margarine in saucepan and bring to boil.
2. Remove from heat and cool for 3 minutes.
3. Add vanilla, salt, and oats, and mix well.
4. Allow to stand for 1 minute.
5. Using teaspoon, drop small mounds of mixture onto wax paper.
6. Cool till crisp.

Note: Children learn arithmetic while helping to measure. The following are examples in which the capital letters show math ideas that preschool youngsters need to learn:

HOW MANY cookies did we make?
Let's make our cookies *SMALLER*.
If we put *MORE* on the spoon, our cookies will be *BIGGER*.

A Visit to a Pumpkin Farm

Did you ever meet Peter Pumpkin? No? Well, Glen Cove children did, and found him to be a very nice fellow. Peter Pumpkin, with his stuffed body and his smiling, pumpkin head, welcomes visitors at the Filasky Pumpkin Farm in Brookville. The children, who had gone to this 125-acre farm to pick their own Halloween pumpkins, were very impressed with him, because he was able to talk to them and tell them all about the farm.

Seeing Filasky's involved lots of walking, both for the children and for the six mothers and one father who had come along, "just in case the going got rough." But as they walked, they saw many pleasing and interesting sights: a pony, various cats, and a barn that is used as a museum.

Inside the barn, the children were fascinated by a huge, black, 1938 Buick. For to them, it was a strange new type of car, and not at all an antique. Also in the museum were various farm tools and tractors.

Leaving the barn, the children were delighted to see a

A perfect day for pumpkins, parents and playmates.

HAGALO USTED

Papier Mache es un material para modelar que es barato y muy facil de hacer. Si su niño sigue las direcciones y completa la receta (porque le gusta hacerlo, no porquello hallan forzado) el habra dado un gran paso hacia exito en la escuela.

Ademas de confianza en si mismo (porque el va a hacer algo que la familia entera puede admirar), el tambien va a desarrollar los musculos de sus manos (esto facilitara aguantar el lapiz correctamente). El tambien va a aprender acerca de formas (a hecho una pelota REDONDA), textura (cuando añadimos agua fria, el papel se moja y se pone blandito; cuando se seca, el papel endurece), y cantidades (si añadimos mas agua, la vasija estara muy llena).

PAPIER MACHE

Utensilios
1 vasija de un quarto
Ingredientes
Periodicos - suficiente para llenar la vasija
Agua - suficiente para empapar el papel
Media taza de harina
Direcciones
1. Rompa el periodico en pedazitos y pongalos en la vasija.
2. Añad agua hasta que el periodico este bien mojado.
3. Mezcle con las manos/hasta que este suavesito.
4. Añade la harina y mezcle de nuevo.
5. Esprima el agua y dele varias figuras a la mezcla.
6. Cuando se sequen, pinten las figuras.

Nota: Si quiere colgar el producto, inserte alambres antes que las figuras se sequen.

GALLETAS HERVIDAS

Gracias a la Sra. Susan Brecht por darle esta receta a Charlotte Lipfert de Westbury:

Utensilios
taza para medir
cucharas de medir
una cacerola de tamaño mediano
papel encerado
Ingredientes
2 tazas de azucar
1 cucharita de vainilla
½ taza de leche
3 tazas de "Quick Oats"
un poco de sal
½ taza de cocoa sin dulce (avena)
½ taza de mantequilla o margarina

Direcciones
1. Mezcle la azucar, leche, cocoa, mantequilla o margarina, en la cacerola y hierva.
2. Apague la estufa y deje que la mezcla se enfrie por tres minutos.
3. Añade la vainilla, sal, y avena, y mezcle bien.
4. Deje la mezcla quieta por 1 minuto.
5. Con una cucharita, ponga pequeña cantidades de la mezcla, aparte, en un pedazo de papel encerado.
6. Enfrie hasta que endurezca.

Nota: Los niños aprenden aritmetica mientras que ayudan a medir. Las siguientes palabras en letras mayuscula representan ideas matematicas que sus pequeños deberian de aprender:

CUANTAS galletas hicimos?
Vamos a hacer nuestras galletas MAS PEQUENAS.
Si ponemos MAS mezcla en la cucharita, las galletas seran MAS GRANDE.

---

stuffed witch, who wore a black dress and a tall, red hat. Of course, she carried her trusty broom! The witch had a handsome, stuffed, male companion who sat on a fence, wearing a white shirt and black pants.

It was a long walk to the pumpkin field. By then, little legs and feet were beginning to get a bit tired. And the parents, who came along for just such reasons, carried those who asked along the deep furrows to where the pumpkins lay.

Returning from the fields, each child triumphantly held a pumpkin all his own. The pleased expression on every face left no doubt about it -- the best way to get a Halloween pumpkin is to visit a pumpkin farm and pick one yourself!

The next day, the extra pumpkin that Mrs. Bost brought back to school was carved into a smiling jack-o-lantern. Pumpkin pies were made from the meat, and the seeds were slowly roasted in an electric skillet.

Most of the roasted seeds were eaten by the children, but a few were placed on wet paper toweling in a clear glass jar. As the roots and vines begin to grow, the children will remember Peter Pumpkin. They will also think about next year's trip to pick more pumpkins at the farm.

Ms. Joyce Lawson, Shawn Travers, Henry Mojica, Michael Lofton, David Battle, Mr. Wallace Buie at the pumpkin farm.

HAPPENINGS AT GLEN COVE

In talking to the teacher and aides at Glen Cove, one can feel their excitement, devotion, and love for the children.

"We always have some project or another going here," says Mrs. Bost. "The other day, Mrs. Owens and the children made butter."

"Butter!" I exclaimed, thinking back to when my grandmother made butter on the farm.

"Yes, butter," laughed Mrs. Bost. "Mrs. Owens put two pints of whipped cream in a jar, added a little salt, and, with the lid on securely, she and the children shook the jar for 19 minutes.

"At intervals, Mrs. Owens opened the jar to show the children the different stages the cream was going through. Their task yielded them one pint of butter and one pint of milk. The butter was placed in a container and put into the refrigerator, along with the pint of milk, for use during snack time.

"The children liked making butter so much that we'll do the whole thing over again each time the butter supply runs low," laughed Mrs. Bost.

Youngsters here help make almost all of their own snacks. They scramble eggs, make hot dogs and meat balls, bake corn muffins, and make peanut butter sandwiches. They also love to set the table for themselves, using paper plates, paper cups, and napkins.

Mrs. Bost says all play-dough is made by the children. They also mix starch and powdered paint to make various colors for their collages, which they make on the hard plastic trays that contain meat and fruit sold at the supermarket. On the trays (which mothers save for them) they glue macaroni and use the paint they have made.

Parents in Glen Cove have just as much fun at LRS as do children, teachers, and aides. Mothers are always dropping in for 10 or 15 minutes to see if they can be of help. Some mothers even accompany their youngsters to school and get the child settled into one activity or another before leaving.

Although each parent is assigned one specific day a week to spend an entire session with the children, they still find their LRS too irresistible to stay away between assignments.

Michael Lofton acquires a new skill.

Carmen Rodriguez, Ms. Sue Owen, aide, Edwin Rivera, Jill Pendergast, Harold Bost II, making butter.

At the easel is Ms. Shirley Taylor, parent.

Mr. Billy Jones carves a Thanksgiving turkey as Margaret Braun, James Gunter, Billy Jones, Remi Williams and Jackie Jones wait.

SAY HELLO TO GLEN COVE

I dialed the number and listened. It rang a few times, then someone answered.

"Hello," said a clear and pleasant voice. It was Mrs. Shirley Bost, teacher at the Glen Cove LRS. The mother of two boys, the younger 22 months and the older four years, Mrs. Bost has been married for six years.

"How do you like working with children as young as those in the LRS?" I asked.

"Well, this is my first experience with preschool children, but I like it very much," she answered, and I could almost see the smile on her face as she went on: "I'm not sure I would have felt so enthusiastic about working with preschoolers when I was younger, but now that I have children of my own, I feel I can better understand the nature of young children."

"Then you've taught before?"

"Oh, yes . I taught first grade for 14 years in North Carolina. But it was a very different experience. There, you went into your classroom with your class and you closed the door. It was just you and your class."

Mrs. Bost did her undergraduate work at St. Augustine College in Raleigh, North Carolina, and her graduate work at A.N.T. State College in Greensboro, North Carolina. She holds a permanent teaching certificate in New York.

"I feel certain that what led me to the work I'm doing here were the four years I spent working with dependent children at Camp LeJeune, for the federal government," she went on. "I worked with a team of teachers, and there was plenty of parent involvement. Ordinarily, you might think that a parent or another teacher in the same room might criticize your methods, but since all were working together for the welfare of the children, it was a very comfortable feeling. That experience has helped me greatly at the LRS."

After speaking with Mrs. Bost, I asked if I might speak to her aides. First I spoke to Barbara Williams, and there was little doubt that I was talking to a woman who enjoyed her work.

"It's easier to work with children in the LRS age group," said Mrs. Williams. "They don't tend to get as frustrated as older children do when something they're trying to do doesn't quite go their way. Also, you feel more needed by children this young."

"What do you like best about the LRS?"

"Well, what I like best is that there are flexible lesson plans. If the children start on a project, they can go on with it without stopping if they want to. There are no deadlines. Only snack-time is a set time."

The mother of three girls, ages 11, 8 and 6, Mrs. Williams continues the principle of the LRS at home by doing things with her daughters. Occasionally she lets them help prepare dinner, and although they may finish late in the evening, her husband is patient.

"Sometimes I go to sleep thinking of what we can do with the children the next day," she said laughing. "But, I live in the neighborhood and I'm familiar with the parents. I even enjoy the home visits at the beginning of the school year. I feel if I know the home the child comes from, I will know the child better."

Mrs. Sue Owens is a new aide at the LRS. Working with this age group is a new experience for her.

"The LRS provides a natural learning situation for young children."

"What do you feel are the goals of the program?" I asked.

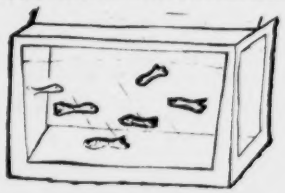
"To me, one of the goals is to help show mothers how to educate their children from a very young age."

Mrs. Owens is the mother of five children, ranging in age from 8 to 16. She has taught kindergarten, first, fourth, and fifth grades plus nursery school. I ended my interview with the feeling that she, Mrs. Williams, and Mrs. Bost are all most enthusiastic about their work, and that the Glen Cove youngsters are indeed fortunate to have them there.

Timothy and the Goldfish

"Timothy wasn't very enthusiastic about going to school," said Mrs. Williams, remembering those first days when her son Timothy started attending the Glen Cove LRS. "He'd rather stay home and keep an eye on his pet goldfish."

Then one day, Timothy's pet fish died, and, as if by magic, two goldfish arrived at his LRS. With all that fish food left over from his pet fish, Timothy appointed himself Official Fish Feeder at school, and ceremoniously named the two new fish *Goldie* and *Blackie*. Now when Timothy leaves for school he does so with enthusiasm!



Timothy y su Pezcadito

"Timothy no estaba muy entusiasmado en ir a la escuela," dijo la Sra. Williams recordando los primeros dias cuando su hijo Timothy empezo a ir a La Escuela del Hogar en Glen Cove. "El preferia quedarse en casa y cuidar a su pezcadito."

Un dia, el pezcadito se murio, y como por magia, dos pezcaditos llegaron a la escuela. Con la cantidad de comida que le quedaba de su propio pez, Timothy se nombro el Alimentador de Pez Oficial de la escuela, y con gran seremonia nombro a los nuevos pezcaditos Goldie y Blackie. Ahora cuando Timothy va a la escuela, va con entusiasmo!

HALLOWEEN FUN

Pat Hanley started it all by getting the Living Room School teachers, parents, and children involved in Freeport's annual Halloween party. The children were all dressed as Old MacDonald and his farm animals, in costumes sewn by parents. Beryl Simonetti made patterns for hats, and parents supplied their own materials.

It was great fun as the children marched to the Bayview Avenue school, singing *Old MacDonald Had A Farm*. Once there, they heard the junior high school band play other selected tunes. Unfortunately, although the teachers felt that all of the children looked like first-prize winners, the judges at the festivities could only select one. The lucky winner, Martin Taylor, was dressed as a turkey. Martin's prize was a huge pumpkin filled with all kinds of delicious goodies.

It was an eventful day. And once back at the school, teacher Yvonne Blackwell gave each of her children a prize for being so beautiful. Teachers, parents, and children were all proud of themselves and of their Living Room School.

Martin Taylor is the prizewinner.

Old MacDonald comes to Albany Avenue LRS.

Ms. Pat Hanley, teacher, watches Pamela Cummings and her cupcake.

Kevin Simpson is Old MacDonald, Chiffon Chapman and Aaron Vailes are his farm animals.

DIAGNOSTIC GAMES

Sally Stephenson and Larry McNally are evaluators for the Living Room School project. This year, they worked with Doris Braun, the LRS Teacher Coordinator, teachers, aides, and several parents to write the "Living Room School Cognitive Affective Assessment Inventory." Sound like Greek to you? Well, I admit it did to me, too, but it really isn't.

The "Inventory," which is thought of as a series of Living Room School games, has *not* been designed to measure intelligence, but to measure basic skills, such as his muscle coordination and the child's ability to recognize colors, shapes, and sizes. Knowing these things about each child, the teacher will be better able to plan his work and guide him during the year.

Each question is on three levels of difficulty. The teacher reads each question to the child. If he can answer the first part, he continues on to the second level, etc. If one level is too hard for him, the teacher does not test him on the higher levels, but rather, goes on to the next topic.

During his time at the LRS, the child should progress through each of these levels, depending upon his age and experience. All materials were pretested last summer at various day care centers in Nassau and Suffolk Counties.

Once the child has participated in the game, the results and the game itself will be distributed to the parents. For, as Doris Braun has stated, "The results are not a deep, dark secret to be kept away from parents." The objective of these games is to help parents to understand what the children learn in LRS, so that these learning experiences can also be taught by the parent in the home.

During the year, teachers will hold meetings to introduce parents to more games and activities that teach those things that preschool children need to know.

At the end of the year, each child will play the Living Room School games again. Then, teacher and parents will be able to see how much each child has learned during the year.

JUEGOS DIAGNOSTICOS

Sally Stephenson y Larry McNally son avaluaradores del proyecto, Escuela del Hogar. Este año trabajaron con Doris Braum, la Coordinadora de Maestras, maestras, ayudantes, y varias madres en escribir un documento llamado, "Living Room School Cognitive Affective Assessment Inventory." Es Griego para Usted? Para decirle la verdad, para mi tambien, pero no es tan dificil.

El "Inventario," una serie de juegos para La Escuela del Hogar, no a sido diseñado para medir inteligencia, pero para medir habilidades basicas como por ejemplo, la coordinacion muscular y la habilidad del niño en reconocer colores, formas, y tamaños. Sabiendo estas cosas hacerca de cada niño, la maestra mejor podra planear su trabajo y guiarlo durante el año.

Cada pregunta es escrita en tres niveles de dificultad. La maestra lee cada pregunta al niño. Si el puede contestar la primera parte, continua al segundo nivel, etc. Si un nivel es muy dificil, la maestra no le hace preguntas de los niveles mas altos, sino que va al proximo topico. Durante su tiempo en la escuela, el niño progresara por cada de los niveles, depende de su edad y experiencia. El verano pasado probaron los materiales en varios centros donde cuidan niños por el dia en los Condados de Nassau y Suffolk.

Despues que el niño haya participado en el juego, los resultados y hasta el mismo juego sera distribuido a los padres. Pues, como Doris Braum a dicho, "Los resultados no son un profundo o obscuro secreto que se deben ocultar de los padres." El objeto de estos juegos es para ayudar a los padres a que entiendan lo que aprenden los niños en la escuela, para que entonces estas experiencias sean enseñadas por los padres en casa.

Durante el año, las maestras tendran mas reuniones para introducir a los padres a mas juegos y actividades que enseñan las cosas que niños pre-escolares deben saber.

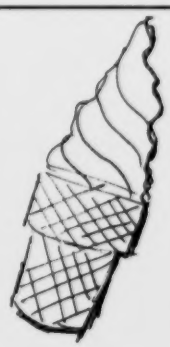
A fin de año, cada niño jugara el juego de La Escuela del Hogar otra vez. Entonces, ambos padres y maestras podran ver cuanto cada niño a aprendido durante el año.

Cheers for Carvel

Both Shonnard and Albany Avenue LRS youngsters in Freeport visited the Carvel Ice Cream store at 874 Merrick Road in Baldwin. Sandy Tambasco and Fran Peluso, the owners, went overboard to make the group feel welcome. The children were thrilled when they were allowed to help make ice cream. They poured in the liquid ingredients, turned the machines, and watched the ice cream go through its various stages.

Because Sandy and Fran had been told that one of the children was celebrating a birthday, they had a cake ready - one which the child decorated herself.

Before the group of nearly 35 left, everyone was given a delicious ice cream sundae. It was unanimous among teachers, parents, and children that a good time was had.



She's Talking At Last

Rachel is the youngest of our three children. Although she had recently celebrated her third birthday, she was still not talking. Oh, she would say words like *Mommy* or *Daddy*, but nothing more. She did have a kind of private language; a jargon she'd use instead of words. Her brothers, ages 5 and 6, seemed to understand this jargon and always gave her whatever she indicated she wanted.

Tests had proven that Rachel had no speech defects and that there was nothing wrong with her hearing. Then one day, a speech therapist recommended sending her to a school: "What she needs is involvement with adults and children other than those in her immediate family," we were told. So, the day we received notice that Rachel had been accepted at the Living Room School was a happy day for the entire household.

Rachel loved the teachers at LRS. And, in less than three weeks she was clearly saying single words, such as, *Hi*, *no*, *stop*, and the like.

School started each day with an introductory song, in which each child was asked to say his or her name. Many didn't, because they were too shy; Rachel, of course, never did either. But, because of the patient persistence of the teacher, who never insisted that she speak, and because of the interaction with the other children, she began to open up. Soon she was "introducing" herself on a regular basis.

Then one dismal, cloudy Saturday, when Rachel had been attending the LRS for approximately a month, something wonderful happened. We were waiting for a bus when suddenly, it started to rain. Our bus was nowhere in sight, but Rachel danced around happily in the rain until it really began to pour. Standing close to me and hunching her shoulders against the wind and the rain, she said her first sentence: "Mommy, I'm cold!"

I was shocked. It was her first sentence, and so beautifully clear! Just then, I saw the bus coming and told her we'd be out of the rain soon. When we boarded the bus and were seated, Rachel smiled and said, "Now I'm warm."

I held her hand and smiled. I knew, at last, Rachel had begun to talk.

POR FIN HABLA

Rachel es nuestra hija menor. Recientemente cumplio los tres años y todavia no hablaba. Decia palabras como "*Mami*" y "*Papi*", pero nada mas. Tenía un lenguaje privado que ella usaba en vez de palabras. Sus hermanos de 5 y 6 años de edad entendian el lenguaje y siempre le daban a la niña lo que ella pedia.

Pruebas indicaron que Rachel no tenia ningun defecto de habla o de oido. Un dia, un especialista recomendo que la mandaramos a una escuela: "Lo que ella necesita es tener contacto con otras personas mayores y niños afuera de su familia". Asi fue que toda la casa se lleno de alegria el dia que recibimos la noticia de que habian aceptado a Rachel para La Escuela del Hogar.

A Rachel le encanto la maestra y en menos de tres semanas decia palabras como, *Ola*, *no*, *para*, y otras mas.

La escuela empezaba cada dia con una cancion en cual cada niño tenia que decir su nombre. Muchos no lo decian porque tenian pena; Rachel, por supuesto, tampoco decia su nombre. Pero, gracias a la paciencia de la maestra, quien nunca insistio en que la nina hablara, y el mezclar con los otros niños, pronto Rachel se introducia regularmente.

Un Sabado lugubre y nublado, cuando Rachel casi tenia un mes en la escuela, algo maravilloso paso. Estabamos esperando al autobus y de momento empezo a llover. El autobus ni se veia, pero Rachel bailaba en la lluvia hasta que empezo a llover en serio. Acercandoseme y dando su espaldita para protegerse de la lluvia y el viento, Rachel dijo su primer oracion: "Mami, tengo frio!"

Me sorprendio. Su primer oracion, y tan preciosamente clara! En ese momento vi que venia el autobus y le dije que pronto saldriamos de la lluvia. Cuando nos montamos y estabamos sentadas, Rachel se sonrio y me dijo, "Ahora tengo calor."

Le aguante la mano con una sonrisa. Sabia que por fin Rachel habia empezado a hablar.

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LIVING ROOM SCHOOL NEWSLETTER

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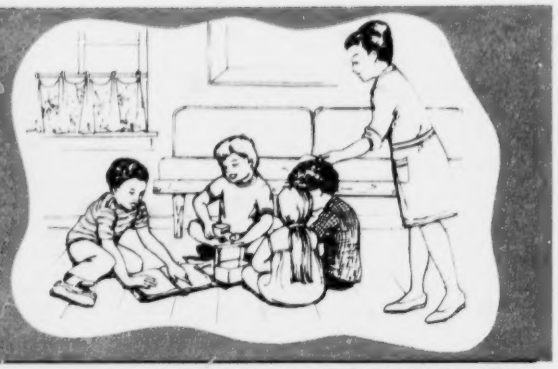


NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES
VOL. 2 - NO. 1

RESEARCH AND DEVELOPMENT DIVISION
SPRING 1973

Although the Living Room School year is not yet over, we are really pleased with both this past year and the outlook for next year. Most important, we are fully funded for 1973-1974. The Living Room School curriculum "While You're At It" will be distributed to all Living Room School parents. And, a pilot TV program, "Room To Grow," based on the Living Room School idea, is now ready. Let's hear from you.

Jack Tanzman
Director

El año todavia no ha cerrado para la Escuela del Hogar, pero nos sentimos muy satisfechos con este año y con lo que el proximo año promete.

Muy importante es que estamos fondados para 1973-1974. Todas las madres van a recibir el plan de estudio de la Escuela del Hogar, "Mientras Está Ocupada". Además, un programa de televisión, "Espacio Para Crecer", basado en la Escuela del Hogar, ya está listo. Queremos oir de ustedes.

Jack Tanzman
Director

LRS POWER

Child Power, **Staff Power**, and **Parent Power** are what make Living Room Schools go, says Naomi Collins, teacher at Hempstead LRS. She explains the three powers this way:

- **Child Power** is the child's ability to use his five senses and then draw meaningful conclusions. For instance, it is the ability to discriminate between different shapes in order to develop his awakening ability to read.
- **Parent Power** is the parent's concern for the child. The parent must be devoted to the child and willing to help when necessary. But the parent must also allow the child to try things for himself.
- **Staff Power** is fairness, consistency, and follow-up.

Mrs. Collins points out that many parents are concerned when their children are not directly involved with letters and numbers. Parents do not realize how important it is that youngsters first learn to differentiate between various forms and shapes. This prepares them to learn the alphabet and numbers. The groundwork must be done at preschool level to prepare the child for the more structured atmosphere of grade school.

NEWS ROUNDUP

Did your child ever make something you felt had a stroke of genius about it? Well, it's happened with Eileen Zimkind and her aides at Shonnard Avenue LRS in **Freeport**. The children have been creating some fantastic things from pieces of wood, bolts, and screws given to them by a high school shop teacher. One child put these materials together, added a pipe cleaner, and turned out a mobile that now hangs as a challenge to all mobile makers. Other children made flowers out of egg cartons and crepe paper. They trimmed them with glitter. No one knows who had the most fun—the children or the teachers!

Little Aaron Vailes of Albany Avenue LRS in **Freeport** entered the local Doctors Hospital with pneumonia. Was he forgotten? No, not by a long shot. A party was arranged by his mother, Mrs. Mary Claybon, and teachers Yvonne Blackwell, Pat Hanley, Eileen Bruck, and Beryl Simonetti. They were delighted when the Carvel Ice Cream store in Baldwin gave them an ice cream cake for Aaron at half price. Aaron shared his party goodies with the children in his hospital room since LRS children were too young to visit. The party must have been just what Aaron needed, because he's now back at school and feeling fit.

That different-looking mobile at **Glen Cove** LRS is really Harold Bost's cast. Harold's torn ligament is healed now, but he liked his cast so much that LRS teachers have it hanging as a memento.

Congratulations to **Larry McNally**, whom we all know as our Living Room School Project Evaluator. This semester, on completion of his research study entitled: *The Effect of Instruction on Learning*, Larry was awarded a Ph.D. in Educational Research.

In his paper Larry defined two types of learning styles—reflective learning and impulsive learning. His research was designed to show whether learning can be improved if the teacher uses methods specially designed to fit each student's own style of learning. In February, Larry was invited to read his paper at the convention of the Research Assn. in New Orleans, where it was well received. "Dr. McNally, what can the teacher do when she has a class evenly divided between children who are extremely active and children who are slow to respond?", I asked. "Take two aspirins and drink plenty of liquids," was his learned reply.

Carolyn Sanzone, the coordinator of the Living Room School project, left BOCES at the end of February, awaiting the birth of her baby. This has been a long nine months of waiting for all of us. Ever since last August, when Senora Winfield dreamed that Carolyn was pregnant, Carolyn and her baby have been on our minds. To make the waiting harder, we at BOCES have been getting calls every day this last month: "Has Carolyn had the baby yet?"

Well, at long last we're able to make the official announcement! Congratulations to Matt and Carolyn Sanzone on the birth of their son Matthew, 9 lbs., 2 oz., on April 18. We wish them the very most of the very best.

Teachers and aides at a recent workshop agreed that cold winter weather didn't scare LRS people. They noted that children need fresh air and can play happily outside in the cold weather. One teacher reported that her youngsters loved walking around like gorillas with their arms hanging down.

Other teachers said their children were exhilarated simply by running around the block or going up and down steps. After outdoor activities of this kind, they said, the children were ready to resume some quiet activities indoors.

On the set: Making the TV pilot, *Room to Grow.*

Room to Grow

By Doris Braun
LRS Teacher-Trainer

"That's a take!" was the joyful phrase I heard repeated many times during the week our Living Room School pilot television program "Room to Grow" was being filmed and taped. Working on the show were Paul Neff, Manager, BOCES Communications Department, and I, along with professional actors, a director, and lighting and camera technicians. Our set was the inside of a New York City apartment. Three LRS parents also had parts in the program. Performing in the quiz show segment were Carol Justice of Hempstead, Rick Curry of Long Beach, and Irene Soper of Roosevelt. You can read about their experiences in our next newsletter.

Our hope is that "Room to Grow" will be shown as a series on commercial television. It's too soon to tell when and where or even if it will really happen. The show is designed to show mothers how to take the hassles out of parenthood and raise brighter, happier children. Someone has called it, "How to Mommy"; maybe that's not such a bad title. It's about time we gals got a little help! There's no doubt that being a parent is the hardest job of all, and the way things are today, most of the burden rests on the mother.

The best part about the show is that it is both fun, and informative. As soon as the editing job is done a date will be set up to show it to everyone in the LRS- teaching staff, district personnel, and parents. After all, they're the ones who gave us the ideas and even the props that made the show a reality. There's no doubt that this was a fascinating experience for me.

FREEPORT LOVES AMELIA WARREN

By Victoria Pena, Teacher's Aide

Mrs. Amelia Warren of Shonnard Avenue, Freeport, is a Very Important Person to LRS children and teachers, for it's in her home they have their school. They are all very happy to be there and are appreciative of Mrs. Warren's hospitality. In the beginning, they asked to use only the living room, bathrooms, and kitchen. But little by little, Mrs. Warren has let them take over practically the whole house.

The dining room with its huge table is handy not only for eating, but also for sitting and talking with parents. It is a very nice place to hold parties. LRS teachers even have the use of both the attic and basement of the Warren home to store supplies and equipment.

In the yard, Mrs. Warren has set aside a spot for the children to have a garden. Last year, they were able to plant beans and radishes and see the plants grown before school closed. Over the summer, gardening tools were stored in the Warren garage along with other outdoor equipment.

Mrs. Warren always tries to provide them with things they may need, for the betterment of the school. No mother is as patient and generous with the children as she is.

LA SEÑORA AMELIA WARREN

Por Victoria Pena, Ayudante del Profesor

En la edición de Junio del L.R.S. de 123 Shonnard Avenue, Freeport, nuestra reportera mencionó a las madres de nuestros niños, que debían estar contentas por tenernos a nosotras por maestras, mencionando nuestro trabajo y afán por llevar el L.R.S. adelante.

Pues hoy, yo quiero que conoscan a la Sra. Warren, dueña de la casa, donde funciona nuestra escuela. Que de ella se sientan muy contentas y mejor, nosotras estamos verdaderamente muy agradecidas -esta Sra. sí, que merece todo reconocimiento porque se ha portado muy buena y generosa con nosotras. En ninguna parte el L.R.S. habría funcionado tan bien, como en la casa de ella. Nosotros sí que nos apoderamos de la casa entera, poquito a poco.

Teníamos obción solo a la sala, los baños y a la cocina, nosotros tomamos por nuestra cuenta el comedor, usando la mesa de comer que es grande para nuestras charlas con las madres y también para comer. ¿Cuantas veces no habremos entretenido en ella a madres, niños, visitas? etc. etc.-hemos festejado cumpleaños y todo.

Bueno, como cada día hacíamos nuevas adquisiciones, tomamos el desván para almacenar nuestras cosas. El sótano a lo último, hasta el garaje (en el verano) para guardar nuestro equipo de jardín y todo lo que usabamos para jugar afuera.

La Sra. Warren nos dió un pedajo de terreno, para sembrar y cultivar y cuidar de nuestro jardín-sembramos frijoles, que es lo que más pronto germina y crece-para que los niños puedan observar antes que la escuela cierre. Gracias á esta buena Sra. quando regresemos en Septiembre, econtraremos, una que otra flor y ¿Quien sabe? ¡Si hasta frutas!

La Sra. Warren siempre está atenta y solícita a lo que nos haga falta o queramos, con todo cariño y voluntad nos ofrece lo que tenga, siempre que sea para beneficio de la escuela.

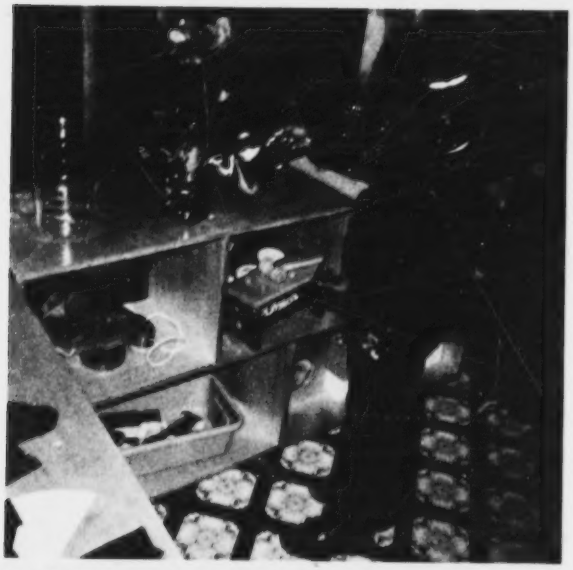
No creo que ni una madre haya sido tan paciente y bondadosa con los niños como ella.

En la cocina no solo hemos usado el lavatorio, para jugar con agua, mezclar las pinturas, lavar los utensilios, etc. etc. hemos usado para todo-como taller-como escuela y para entretener gente, hemos preparado fiestas y banquetes. Cocina, horno, refrigerador y hasta el (contenido de) ella, si nos hacia falta un limoncito, o un huevito, o una taza de leche o un poquitito de mantequilla. Es decir todo siempre está a nuestro alcance.

Ahora yo pregunto ¿Hay otra persona así de generosa, como la Sra. Warren? No!

MEET HEMPSTEAD AND LONG BEACH

CHILD POWER

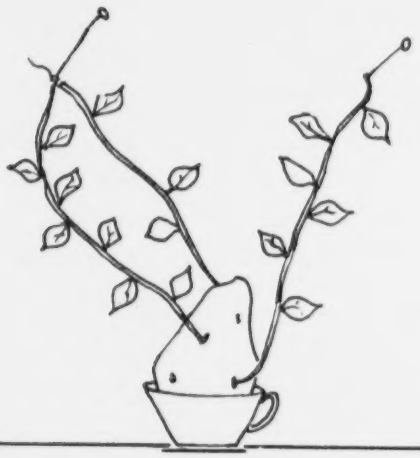


Angela Faskey waters a sweet potato plant in Hempstead.

Paul Merchant, Reginald Stockdale and Mansol Rodriguez of Long Beach are delighted when Rickey Curry visits and reads a story.

Grow Power

LRS gardeners at Hempstead are beginning to wonder if their school is big enough to hold their plants! The children put sweet potatoes and carrots in jars with a little water. Some have produced sprouts so long they need to be tied up with string.



Picture Power

Hempstead LRS children have a new book which helps them verbalize and participate. Made by their teacher, Naomi Collins and her aides from magazines, the book has pictures of things the children know about. A teacher shows the pictures to the children and they play a game. Here's how the game goes:

The teacher (showing a picture of a turtle) says:

Brown Bear, Brown Bear, what do you see?

The children (looking at the picture) say together:

I see a turtle looking at me.

The teacher shows the children other pictures in the book. Each time, she asks the children what they see. The children answer, "I see a frog looking at me." Or "I see an elephant looking at me." Mrs. Collins finds that even shy children soon join in the game.

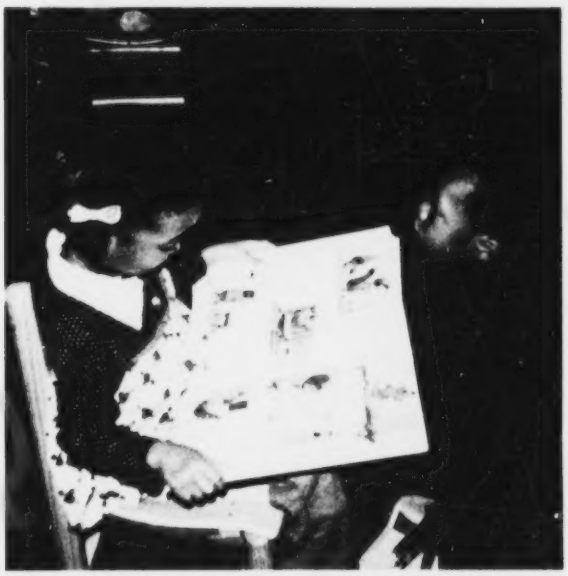
This issue of the Newsletter features two Living Room Schools– Hempstead and Long Beach. In our next issue, the schools at Roosevelt and Westbury will be highlighted.

Bake Power

March winds brought lots of activity to Long Beach LRS including making kites and planting its garden. The most exciting thing was when parents made large cakes and the children made cupcakes. Many of the goodies had green frosting in honor of St. Patrick's Day. Then the LRS held a cake sale in the public school cafeteria. They made so much money that they plan to hold a parent's luncheon this spring.

Ms. Eason watches as Stacey Canty tests out James Eason's injured foot.

Long Beach children visit fire department with aides.



Robert Shelton listens with interest as Avis Skiffer reads a story to him in the Long Beach LRS.

Mr. Jones, Mrs. Green and Mr. Walker at a parent meeting in Hempstead, where they learned about sickle cell anemia.

And Here's Parent Power

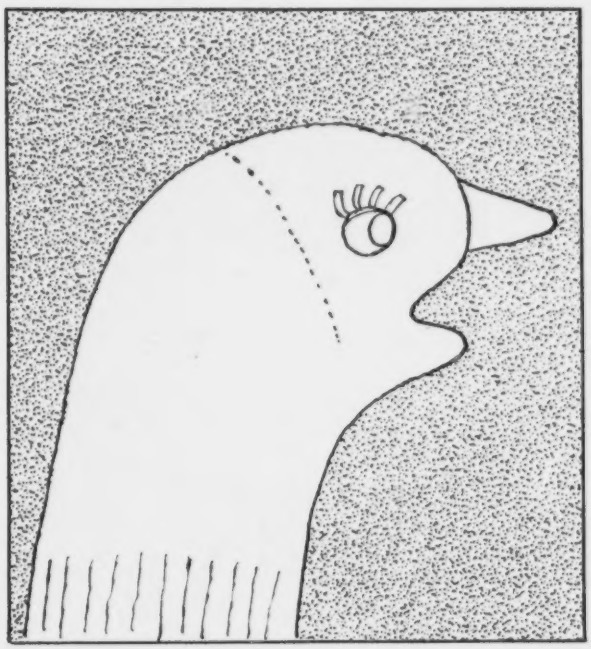
How does a Living Room School help youngsters learn? Long Beach parents reported at a recent workshop some of the ways the school has helped their children.

Mrs. Ann Best, whose son Reginald is nearly three, said her son was not really talking when he started school. Oh, he would say "bye, bye" and "hi," but not much more. Then, after a month or so of school, he began to use new words—words like "teacher" and "soup." Finally, he began talking in sentences.

Mrs. Barbara Hicks, and her four-year-old, Veronica, both love the LRS. "The school is unique in that it makes learning fun," remarked Mrs. Hicks. "This, in turn, makes children more interested in coming to school."

Ms. Eva Teemer explained that her twins, Amy and Alan, had had a real adjustment to make when they started LRS. They were not used to being left with anyone, not even a baby-sitter. What happened when she left them at the school? Amy would take one look around and say, "Let's go Alan," reports Mrs. Teemer. But, as the days and weeks went by, a change took place. At first, the twins did not talk or participate in any of the activities. But now, they enjoy interplay with the other children and interaction with their teachers.

Ms. Alice Dale is very happy that her daughter Veronica is attending the LRS. She explains that Veronica was two and one-half years old when she started school and still found it hard to share with other children. Now, at three and one half, Veronica gets along beautifully and enjoys the give-and-take of play.



DO IT YOURSELF

Sometimes children reveal important things about themselves when they have a puppet do the talking. A child I knew confessed to having taken pennies from her mother's purse while she was speaking as a puppet. You and your child can make hand puppets from socks or mittens that have lost their mates. You can also make them out of pockets cut from pants no one wears any more. Help your child glue or sew buttons on for eyes, pieces of yarn for hair, and scraps of cloth for ears and mouth. If you're using pockets, cut some holes for your child's fingers to come through. The fingers can be the puppet's arms.

It's a good idea to make two puppets. Then they can talk to each other. You can use one puppet and your child the other. Start the conversation off with questions that can't be answered with yes or no—otherwise the conversation may stop. You can ask, "What's your name?" "What stories do you like best?" "Who is your friend?" "What makes you happy?"

Mr. Elmer Bloch, principal of East School, Long Beach, approves of the chocolate cake baked by an LRS parent and offered by Barbara Friedman.

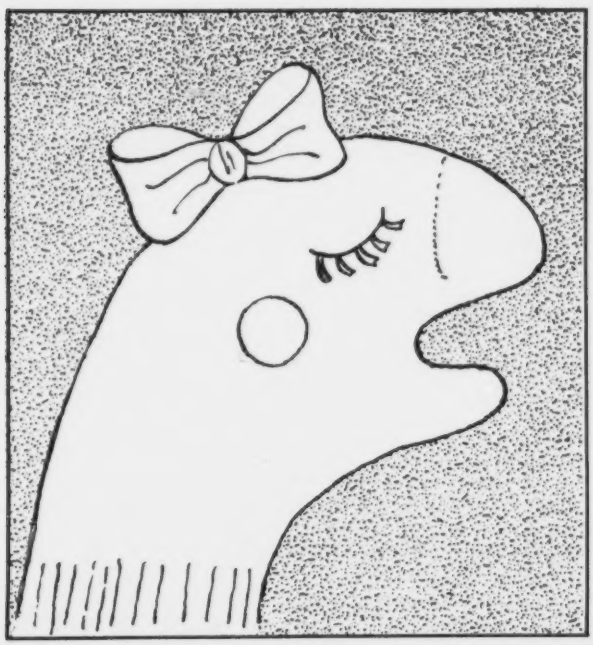
Talented LRS Mom

We all know how talented LRS children are. But here's an LRS mother who is talented, too. Mrs. Jacqueline Chester, mother of a child in the Roosevelt LRS, paints portraits in oil from snapshots. The finished work is 11" x 14". If you have a snapshot you'd like enlarged in oils, give Mrs. Chester a call at 483-4680.

If you have a skill which you would like others to know about, contact Doris Braun 997-8700.

Clever Cassette Clips

At a recent teacher training session, Doris Braun passed around a box of small plastic clips, which had been used as packing for cassettes, "What could these be used for in the Living Room School?" she asked. Creative teachers and parents came up with fourteen, yes, fourteen different answers. Some were: as place card holders and building forms, for collage, printing, counting, and making mobiles. Each answer was more interesting than the last. The moral: Never throw anything away. Just ask a LRS teacher or parent how to use it.



HAGALO USTED MISMO

Algunas veces los niños revelan cosas importantes de ellos mismos cuando le hablan a un títere. Un niño que yo conocí le confesó a su mamá que estaba hablando como un títere, que había cogido dinero de la cartera de ella.

Usted y su niño pueden hacer títeres para manejarlos con la mano, de medias o guantes que tengan incompletos.

También se pueden hacer de bolsillos de pantalones que ya nadie usa.

Ayude a su niño a pegar con goma o a coser los botones para formar los ojos, pedazos de estambre para formar el pelo y recortes de tela para formar las orejas y la boca. Si Usted va a usar bolsillos para hacer el títere, corte algunos huecos para que los dedos del niño puedan pasar por ellos. Los dedos pueden ser los brazos del títere.

Sería una buena idea hacer dos títeres para que puedan ser utilizados para hablar uno con otro. Asi usted puede usar un títere y su niño el otro. Empiece la conversación con preguntas que no pueden ser contestadas con "si" o "no"—porque ésto pudiera parar la conversación. Usted puede preguntar "¿Cuál es tu nombre?" "¿Cuales son los cuentos que más te gustan?" "¿Quien es tu amigo?" "¿Qué cosas te hacen sentir más contento? "

STAFF POWER

Hempstead

A fountain of ideas and information, LRS teacher **Naomi Collins** of **Hempstead** loves her work. "I adore these children," she said. "I so enjoy coming to work and watching the improvements that take place over a period of time in each child."

Born in Columbia, S.C., and later graduated from Benedict College there, Mrs. Collins taught in Columbia schools for a year. Then she moved with her husband, a serviceman, to Portugal where she taught school again. Now they have two daughters of their own and a foster daughter.

What is her view of children after all these experiences? She says, "After years of handling children, I still find surprises in things they say and do. At night at home with my family I talk about funny things that have happened at school. We all laugh about them."

Aides Like Work

"It's a good feeling working with smaller children," says **Lorraine Bell**, a **Hempstead** aide. The way she talked I thought she was probably watching one of her LRS children. "You can mold them," she continued. "Even though their attention span is short, they are really interested when you show them something. I feel I can relate better to younger children than to the older ones. The younger ones seem more eager to learn, more curious, and more interested."

Mrs. Bell hails from Rich Spring, S.C. and is a graduate of the high school there. The mother of three children, she is a former assistant second-grade teacher.

Hempstead aide **Barbara Fletcher** was born in Elmont, but later moved to Brooklyn. She is a graduate of Brooklyn College. A widow for three years, she has four children ranging in age from 16 to four. She feels that having a child of LRS age helps her work with the children at LRS. "I learn things from both situations and apply what I learn when and where it's needed," she said. "Sometimes these little children are like little old people—little old people who need our help and love."

STAFF POWER

Long Beach

Barbara Friedman, teacher of the **Long Beach** LRS, has boundless energy and an undisputed affection for children. She formerly taught a class of gifted sixth-graders at a New York City public school. "That was a fascinating experience," she says. "For one thing, the children had tenth-grade math levels and twelfth-grade reading levels. You should have heard some of the questions they asked."

While in college, Barbara Friedman did her student teaching with five-year-olds at the Little Red School House in Greenwich Village and spent one semester working in a Spanish Harlem day care center at Lexington Avenue and 90th Street. She expects to get a master's degree in May from C.W. Post College.

Aides Speak Up

Gwendolyn Davis, Long Beach aide, has been at home recovering from an illness. Nevertheless, when interviewed by telephone, she was enthusiastic about her work at LRS. "I love it," she said without hesitation. "I'd never quit. They'd have to fire me."

Married to a Nassau County policeman, Mrs. Davis is the mother of three children, ages two through seven. Asked whether she thought the LRS is a good program for small children, she said, "Yes, the LRS is a very good thing. Sometimes the mother of a two-and-a-half-year-old thinks of that child as a baby. But the child is not a baby. He is ready for knowledge."

The busy mother of five children, **Della Baggett** enjoys her aide duties at **Long Beach** LRS. Originally from Jackson, Miss., she came north with her serviceman husband when he was transferred. She taught in the Head Start program before coming to the LRS. "I love children," she said in an interview. "At first some of the children cried because LRS was so new to them. They didn't know whom to trust. But now they all know me and sometimes don't want to go home."

Besides her work at LRS, Mrs. Baggett is active in community programs for children. She gives a helping hand at the local Martin Luther King Center and the Can Do Center. She also works with the Cub Scouts, Boy Scouts, and children at the local recreation center on Saturday mornings.

BRIGHT IDEAS

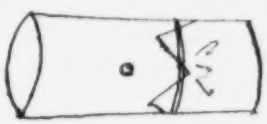
Hempstead youngsters can now enjoy snow all year 'round. Their teacher, Naomi Collins, created for them a *snow world* in a glass jar. She took an empty jar with a screw-on cover. She poured water-proof cement in the cover, stuck a metal tree in the cement, and left it to dry for at least two days.

Then Mrs. Collins filled the jar with water and some moth flakes, and screwed on the cover. When the jar was turned upside down, the moth flakes inside floated down and around the tree just like softly falling snow.

Little John Soper at **Roosevelt** LRS was five years old and his mother and teachers planned a birthday party. Everything but the ice cream cake was made by the adults and seven children attending.

First there were the party hats, made of comic pages of the Sunday newspaper. They were folded into the shape of a boat.

Noisemakers called kazoos were made from empty bathroom tissue rolls. A small hole was made in the middle of each roll. Then a piece of waxed paper was put down over one end and held in place with a rubber band. Each child blew into the open end of the roll to make a noise—which added to the festivities!



Even the prize for "Pin the Tail on the Donkey" was made at the school. It was a bank made from a cocoa can. The game was played using scotch tape instead of pins. One child, while blindfolded, pinned the tail on Mrs. Speaks! She sure was glad they hadn't used pins!

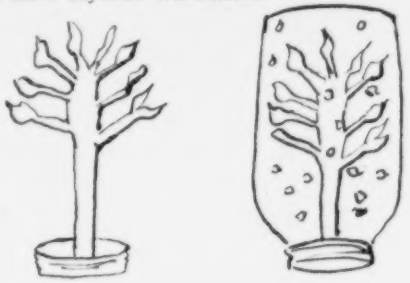
Usually fish tanks are made of glass but not when they're made by the LRS in **Hempstead.** Teacher Naomi Collins explained that she and her children are busy making fish tanks out of construction paper, and clear contact paper. Mrs. Collins cut a piece of each kind of paper, the right size for a tank. Then the children drew fish on various colors of paper and cut them out. Next, they put the fish on the construction paper. When the clear contact paper was pressed down over the whole thing, the tank of swimming fish was complete, and the children knew more about colors.

IDEAS BRILLANTES

Los jovenes de Hempstead pueden disfrutar ahora de la nieve durante todo el anõ. Su maestra, Naomi Collins, creó "un mundo de nieve" para ellos en una jarra de cristal.

Ella cogió una jarra de cristal vacía con una tapa de rosca. Le echó cemento de prueba de agua en la tapa y le pegó un árbol de metal en el cemento. Lo dejó a que se secara por lo menos por dos días.

Entones Mrs. Collins llenó la jarra con agua y echó algunas laminas de papel picados bien finitos en la tapa. Cuando la jarra fué virada los pedacitos de lamina flotaron para abajo y alrededor del árbol, igual que la nieve cayendo suavemente.



El pequeño John Soper en Roosevelt LRS cumplía cinco años. Su mamá y las maestras le planearon una fiesta de cumpleaños. Todo fué hecho por ellas y por siete niños, excepto el bizcocho de helado.

Primero, hicíeron los sombreros para la fiesta de las páginas cómicas del periódico del domingo. Las páginas fueron dobladas en la forma de un bote.

Pitos para hacer ruido fueron hechos de los rollos de papel sanitario. Un hueco pequeño fué hecho en el medio de cada rollo y un pedazo de papel encerado fué colocado sobre uno de los lados y amarrado con una liga de goma. Cada niño sopló dentro del lado abierto del rollo para hacer el ruido, ¡lo cual ayudó a la alegria de la fiesta!

Tambien el juego de Ponerle el rabo al Burro fué hecho en la escuela de una lata de cocoa. El juego fué planeado para usar cinta plastica en vez de alfileres. ¡Un niño mientras estaba enmascarado le puso el rabo a Mrs. Speaks! ¡De verdad que ella se puso muy contenta de que no hubiéran usado alfileres!

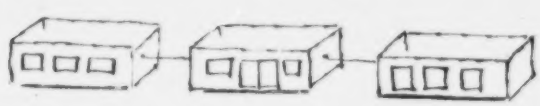
Tanques de pezes casi siempre son hechos de vidrio, pero no cuando son hechos por la Escuela del Hogar en Hempstead. La maestra, Naomi Collins, nos explicó que ella y sus niños están atareados haciendo tanques de pezes fuera de papel de construccion y papel transparente. La Sra. Collins cortó pedazos de cada clase de papel del tamaño necesario para un tanque. Entonces los niños dibujaron pezes sobre papeles de diferentes colores y los recortaron. Lo proximo fué poner los pezes sobre el papel de construccion. Poniendo el papel transparente sobre todo, el tanque de pezes está completo y los niños saben mas acerca de colores.

WHILE YOU'RE AT IT

By Jacqueline Chester
LRS Reporter

Now that my oldest child is seven, I think about all the hours I tore my hair out trying to think of things to do with him. Ways to get him to hurry when I was in a hurry, games to occupy him while I waited in the doctor's office, or games to keep him busy when I wanted to run the vacuum or paint my nails. When I think of all that wonderful junk I threw out—plastic bottles, gloves which had lost their mates, shoe boxes, and appliance boxes, I could cry. Because now I've read a book entitled *While You're At It*, now being published by BOCES for Living Room School. In it, I've found all sorts of ideas for making the hours spent with a child happy and constructive.

Now I know that empty plastic bleach bottles make great football helmets and space hats. They can also be used for playing in the bathtub or wading pool. I know that the fingers of gloves which have lost their mates can make good finger puppets. A child can have fun drawing faces on the glove fingers. Then he can put them on his own fingers and let his imagination be up and away.



And what about those boxes? Shoe boxes tied together make a terrific train. Each box can be a box car carrying magazine pictures of refrigerators, animals, or food. Large cardboard boxes from the grocery store make great kitchen appliances for tots. Doors can be drawn on, or even cut along three sides. Then they can be opened and closed. Buttons or bottle caps can be glued on for handles and knobs.

The book gives hints on handling the child who whines; the tattletale; the child who's afraid of the dark. All these problems and more are discussed in *While You're At It*. Meanwhile, I've stopped crying because the book reaches all age levels, and, with children, it's never too late!

??

What are your secret methods of keeping hours spent with your child pleasant? What do you do when you're supposed to be somewhere at a certain time and your child wants to stop and watch the wind blow the leaves? Or walk backwards and look up at the sky? If you'd like to share your ideas with our readers, please call this reporter at 483-4680.

MIENTRAS ESTÁ OCUPADA

Por Jacqueline Chester
Reportera de LRS

Ahora que mi niño mayor tiene siete años, pienso en todas las horas que me arrancaba el cabello tratando de pensar en cosas para hacer con él. Maneras para hacer que el avance cuando yo estoy de prisa, juegos para ocuparlo mientras yo espero en la oficina del doctor, o juegos para mantenerlo ocupado cuando quiero usar la aspiradora eléctrica o pintarme las uñas. Cuando pienso en esos maravillosos desechos que eché afuera—botellas plásticas, guantes que han perdido su pareja, cajas de zapatos y cajas de aparatos domésticos, me da con llorar, porque ahora he leído un pamfleto titulado "Mientras Está Ocupada" publicado por BOCES para la Sala Escolar. En el he encontrado toda clase de ideas para hacer las horas que paso con mi niño felices y constructivas.

Ahora yo sé que las botellas plásticas de blanqueadores de lavar, hacen sombreros de hierro para jugar a la pelota con los pies (football) y sombreros del espacio. También se pueden usar para jugar en la bañera o en una piscina pequeña para niños. Yo sé que los dedos de guantes que han perdido su pareja pueden hacer buenos títeres de mano. Un niño puede divertirse dibujando rostros en los dedos de los guantes. Entonces él se los puede poner en sus propios dedos y dejar que su imaginación corra.

¿Que se puede hacer con esas cajas? Cajas de zapato amarradas juntas hacen un tren magnífico. Cada caja puede ser un carro hecho de caja, cargando revistas con retratos de refrigeradoras, animales o comida. Cajas grandes de cartón de la bodega hacen grandes equipos de cocina. Se le pueden divujar puertas o cortar por tres lados. Entonces se pueden abrir y cerrar. Botones o tapas de botella se le pueden pegar con pega para hacer mangos y cerraduras de puertas.

El pamfleto también da sugestiones en cómo manipular el niño que se queja, o el que es chismoso; El niño que le tiene miedo a la obscuridad. Todos estos problemas y más son discutidos en el pamfleto "Mientras Está Ocupada". Mientras tanto he dejado de llorar porque el pamfleto alcanza a todas las edades, y con niños, nunca es tarde.

??

¿Cuales son sus metodos secretos de mantener horas empleadas con su niño agradables? Que hace usted cuando está supuesta a estar en algún sitio a cierta hora y su niño quiere pararse a observar el viento volar las hojas? ¿O camina de alante para atrás y mira al cielo? Si usted quiere compartir sus ideas con nuestros lectores favor de llamar a esta reportera al teléfono 483-4680.

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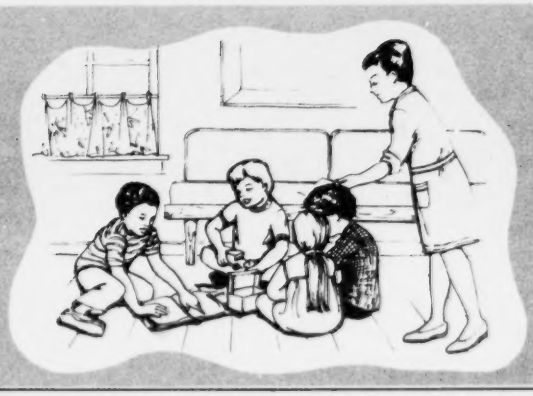
LIVING ROOM SCHOOL NEWSLETTER

- FREEPORT
- GLEN COVE
- HEMPSTEAD
- LONG BEACH
- ROOSEVELT
- WESTBURY



NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES
VOL. 2—NO. 2

RESEARCH AND DEVELOPMENT DIVISION
SUMMER 1973

Summer is the time for thinking back and looking ahead. As we look back we see that each of the Living Room Schools seems to have its own special style. But when you look at all of them together, you can't help noticing how much they are alike in their good work of helping little children and their parents. It's a nice feeling to have, an encouraging one with which to look ahead to the 1973-74 Living Room School year for children in Freeport, Glen Cove, Hempstead, Long Beach, Roosevelt and Westbury.

Jack Tanzman
Director

El verano es el tiempo para reflexionar y mirar hacia adelante. Cuando miramos hacia atrás vemos que cada una de las Salas de Escuela parece tener su propio estilo especial. Pero cuando se miran todas juntas no se puede evitar de notar lo mucho que se parecen en su buen trabajo de ayudar los niños pequeños y a sus padres. Este es un grato sentimiento tener y uno muy estimulante, con el cual mirar hacia adelante para la Sala de Escuela del año 1973-74 para los niños en Freeport, Glen Cove, Hempstead, Long Beach and Westbury.

Jack Tanzman
Director

News Roundup

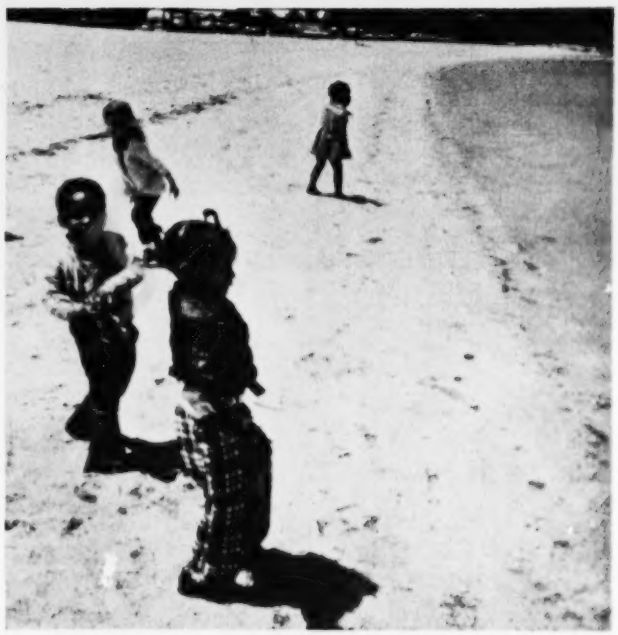
GLAD SHE'S ON OUR SIDE!—Doris Gunnarsson has some new duties and a new title as well. She's now LRS administrative assistant. Doris, what would we do without you?

OFF TO THE CARIBBEAN —Barbara Fletcher, Hempstead LRS teacher aide, has won a week's trip to Puerto Rico, courtesy of a raffle ticket purchased at a local bank.

SO BIG—For weeks, little Jen Chester of Roosevelt LRS anxiously awaited the loss of her first loose tooth. Finally, one day recently, she bit into an apple and the tooth came out. Beside herself with joy, she began jumping up and down. "Will the Good Fairy come tonight?" Her mother assured her, "I am most sure she will." "Well," sighed Jen, "Now I'm big!"

Long Beach and Roosevelt staff members meet for training session in Long Beach.

Meet WESTBURY and ROOSEVELT



"How sweet it is!" say Westbury youngsters at Bar Beach picnic. Taking turns throwing stones into the water are Virginia Newsome, Charles Munson, Jennifer Brecht, and Nina Latson.

ISABEL NURSE, Westbury teacher-aide, is the mother of six. She is a former Cub Scout den mother and a co-founder of her church's summer program for children. "You don't have to push children in order for them to learn; it's simply exposure and talking to them that does it." Isabel is shown above, talking with LRS parents at a bowling party. The party was held at the home of Isabel and her husband Kenneth. Chatting with her are Christobel Hill, Walter Latson, John Satriani, Ziz Woods, and Legette Talb.

Westbury LRS Picnic Bar Beach Is the Spot

Graduation exercises for the Westbury LRS were held at Bar Beach, Roslyn, as part of the school's end-of-the-year picnic. Each child, wearing a traditional mortarboard, received a diploma and graduation picture. Two parents, Catherine Washington and Lee Munson, made the hats.

Picnic festivities included a potluck lunch made by the parents. During the day, the children were fascinated by sand casts which their teacher, Charlotte Lipfert, helped them make. (See Bright Ideas for directions.) The youngsters also enjoyed using the pails and funnels made by their parents from bleach bottles.

All Aboard!

"All aboard!" roared the conductor. And the LRS youngsters of Westbury and Glen Cove were off on their train trip. They boarded the LIRR at Glen Cove and got off at the end of the line in Oyster Bay. After watching the engine turn around on the turntable for its return trip, the children proceeded to nearby Roosevelt Park. There they ate their fried chicken lunch, watched the boats at the marina, and had fun throwing stones into the water. Later in the afternoon, they took the school bus back home.

Yes, Let's Go Out!

One little girl at Westbury LRS was all dressed up in a frosted wig, long lacy dress, and high-heeled shoes—many sizes too big. She was playing in the LRS kitchen, filling pots with beads, putting them on the stove, and setting the table. But, as sometimes happens, things began to go all wrong. Her shoes came off. Then she tripped over the long skirt and knocked some dishes on the floor. Finally, she threw up her hands and said, "Oh, let's all go out for Chinese food!" With that, she grabbed her purse, jumped onto the tricycle, and rode off.

Meet Charlotte

"Children of LRS age are spontaneous. Their art projects are as natural, as free in form, as modern art," observes Charlotte Lipfert, teacher at Westbury LRS. This busy lady is a graduate of Oberlin College, has taught kindergarten and second grade, and has been a reading tutor. She is the mother of two sons. Asked about the importance of school to the very young child, Charlotte says, "Research has shown it's the home environment that determines how well a child learns. If we can help mothers teach their children, the youngsters will learn more."

THIS ISSUE OF THE NEWSLETTER FEATURES TWO LIVING ROOM SCHOOLS—
WESTBURY AND ROOSEVELT

Here's Janie

Janie Speaks, LRS teacher at Roosevelt, is full of stories about Africa. She visited some of its countries earlier this year when she accompanied her husband, a bishop in the African Methodist Episcopal Zion Church, on a new territorial assignment. She will share her experiences with LRS in the next issue. Her stories are not of people wearing nose rings and grass skirts. These, she says, are worn only by cultural groups imitating the various tribes of yesteryear. Instead, she tells of the African people's efforts to build new schools and businesses. Mrs. Speaks holds a B.A. from Livingstone College, North Carolina, and a master's degree from Temple University, Pennsylvania.

Teacher JANIE SPEAKS makes things lively at Roosevelt LRS as she plays a tune on the piano.

VANZORN SMITH leads Roosevelt youngsters in playing rhythm instruments.

Roosevelt Gives Skit

A skit entitled "Little Blue and Little Yellow" was a highlight of the Roosevelt LRS graduation ceremonies. The children played the parts of colors and acted out the idea that people of many colors live together in the world. Action started when Little Blue hugged Little Yellow and they both turned to green! The children sang several old favorites, with teacher Janie Speaks at the piano. Invitations and refreshments were handled by the parents.

Aide Graduates, Too

A June graduate of the State University College at Old Westbury, Vanzorn Smith, Roosevelt LRS teacher aide, majored in American Studies and earned teacher certification prekindergarten through grade six. She has been at Roosevelt LRS for nearly two years and also has written and illustrated a children's book, as yet untitled. Along with her duties at LRS, Mrs. Smith finds time to relax with her eight-year-old son Christopher, and her husband. The Smiths also have adult children.

Sylvia Corry

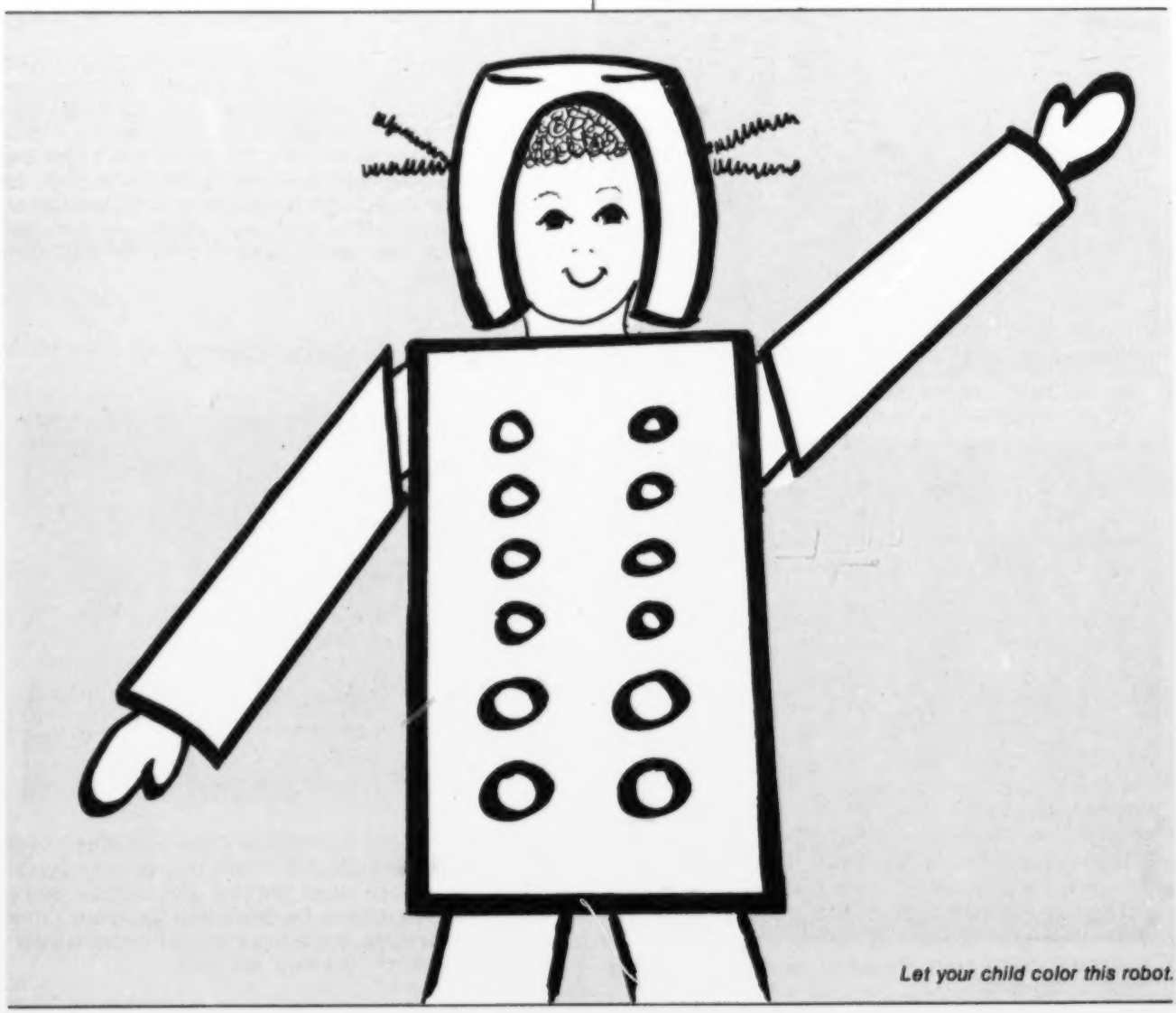
Roosevelt teacher aide Sylvia Corry and little friend get ready to bake up a storm with play dough shapes. Sylvia knows a lot about working with children. She's been a staff member in the Head Start program, Little Red School House, and Harry Daniels Primary Center. And she has five children of her own!

Bright Ideas

THE LAND OF OZ isn't the only place that has robots. It seems the LRS in Freeport has them too. A closer look, and we see that each of our robots is really an LRS youngster—wearing a box. Armholes were cut and the box spray-painted. Each child has big industrial spools on his arms. Topping off the costume is a space helmet with pipe cleaner antennae. The helmet is just a bleach bottle with the bottom cut off and an opening for the face. While you're busy making the robot, why not get out some crayons and let your child color the robot on this page?

Ideas Brillantes

LA TIERRA DE OZ no es la única que tiene robots. Parece que el LRS en Freeport los tiene también. Una mirada mas de cerca, y podemos ver que cada uno de nuestros robots es realmente uno de los jovencitos del LRS—usando una caja. Se cortaron agujeros en los brazos y la caja se pintó con pintura en spray. Cada niño tiene una encanilla (de hilo) industrial en sus manos. La punta del traje es un sombrero (de acero) del espacio con una antena hecha de alambre flexible de limpiar pipas. El sombrero es solamente una botella de blanqueador con el fondo cortado y un espacio cortado para la cara. Y mientras usted está ocupada haciendo el robot, ¿porque no saca algunas crayolas y deja que su niño pinte el robot en esta página?



Let your child color this robot.

More Bright Ideas

School's out and summer's here! But that doesn't mean your child has to stop learning. He can enjoy the summer days and go right on learning at the same time.

Charlotte Lipfert, teacher at Westbury LRS, has a plan for plaster casts that can make a day at the beach a day to remember. Mix plaster of paris in a pail with a little water from the ocean. Ask your child to make an arrangement right in the sand of shells or other objects he finds on the beach. Pour the plaster mixture over the arrangement, and give it a few minutes to harden. The shell design is imprinted on the plaster, and the result is something akin to sculpture. Another type of cast can be made by simply letting your child draw a picture in the sand with his hand. Pour the plaster mixture over the design. In a few minutes, the picture will be set in the plaster.

And then, there are all those little things collected on walks. You can help your child press grass, flowers, and leaves between the pages of a book until they are dry and flat. Then he can paste them, along with small rocks and bits of twigs, on a piece of paper—any way he likes.

Playing with water also can be fun. You can give your child a coffee can of water and a brush you don't use any more. Let him paint the sidewalk. (Help him learn to conserve water by telling him ahead of time how many cans of water he can have.)

Have things to do in the kitchen? Your child can paste pictures while you work. First spread some newspapers on the table. Then let your child cut or tear pictures from magazines while you get things ready. The paste can be made with flour and a cup of warm water. Sprinkle and stir flour into the water until the mixture thickens. Mix until smooth. (The paste is best when used the same day but can be kept in the refrigerator and used for about two or three days.)

Now give your child a large sheet of paper—a grocery bag cut open is good—and he is ready to paste the pictures on the paper. When he has finished pasting, you can talk with him about the pictures as you work. You can ask, "Why is the boy laughing?" "Are the children having breakfast or supper?" "How can you tell?"

Mas Ideas

La escuela terminó y el verano comienza! Pero eso no quiere decir que su hijo tiene que dejar de aprender. El puede gozar los días de verano y seguir aprendiendo a la misma vez.

Charlotte Lipfert, maestra en el Westbury LRS, tiene un plan para hacer yeso, que puede hacer un día en la playa, un día de recuerdo. Mezcle el yeso en un cubo con un poco de agua del océano. Dígale a su niño que haga una colocación de conchas o otros objetos que encuentre allí. Vierta la mezcla de yeso sobre el arreglo y déle unos minutos para que enduresca. Las conchas se transfieren al yeso y el resultado es algo parecido a una escultura. Otra clase de molde se puede hacer simplemente dejando a su niño dibujar un diseño en la arena con sus manos. Vacie la mezcla de yeso sobre el diseño. En pocos minutos el retrato se escultura en el yeso.

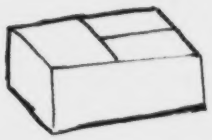
Y después hay todos esos pedazitos de cosas coleccionadas en el paseo. Usted puede ayudar a su niño presar la grama, las flores y hojas entre medio de las páginas de un libro, hasta que esten secas. Entonces, él las puede pegar al lado de rocas y pedazos de ramitas, en un pedazo de papel—como él quiera.

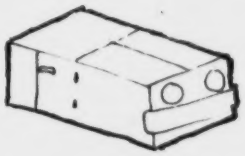
Jugar con agua, también puede ser divertido. Usted le puede dar a su hijo una lata de café con agua y un cepillo que usted no use más. Deje que él pinte la acera. (Usted puede ayudarle a él a que conserve el agua, diciéndole antes, cuantas latas de agua él puede tener.).

¿Tiene usted que hacer quehaceres en la cocina? Su niño puede divertirse pegando retratos o láminas mientras usted trabaja. Primero, extienda algunos periódicos en la mesa. Entonces, deje que su niño corte o arranque láminas de revistas mientras usted prepara todas las cosas. La pega se puede hacer con harina de trigo y una taza de agua tibia. Rocee y revuelva harina dentro de el agua hasta que la mezcla espeze. Mezcle hasta que se ponga suave. (La pega es mejor cuando se usa el mismo día, pero se puede mantener en la nevera y usarse después de dos o tres días.) Ahora déle a su niño un pedazo de papel grande—una bolsa de la bodega, cortada abierta es buena—y ya él está listo para pegar las láminas en el papel. Cuando él haya terminado de pegar, usted le puede hablar acerca de las láminas mientras usted trabaja. Usted le puede preguntar, ¿Porque el niño se está riendo? ¿Están los niños tomando desayuno o la cena? ¿Como puedes tú saber?

Do It Yourself

In the market for a new car? Don't put your money down until you've checked what the Freeport LRS assembly line has turned out! Each brightly-colored car is made from a cardboard box. The bottom of the box was cut away, and then half of the top was cut out too.





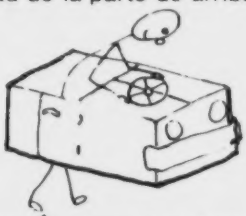
Next came spray paint. Then cardboard circles were pasted on for lights and aluminum foil for bumpers. Door handles and hinges were drawn with marking pens.

With a few stop signs to insure safe driving, the youngsters climbed into their cars and . . . Watch out! Here they come!

Hagalo Usted Mismo

¿De compras para un nuevo automóvil? No pague al contado hasta que usted no consulte lo que la línea de asamblea del LRS de Freeport ha fabricado!

Cada carro de color brillante está hecho de una caja de cartón. El fondo de la caja fué quitado y entonces la mitad de la parte de arriba se le cortó también.



Después viene la pintura de spray. Entonces círculos de cartón se pegaron para formar luces y papel de aluminio para los parachoques del auto. Se dibujaron mangos de puertas y bisagras con marcadores (magic markers).

Con algunos letreros de Pare para asegurar el manejo seguro, los jóvenes se montaron en sus automoviles y . . . ¡Tenga cuidado! ¡Aqui vienen!

TV Stars Speak

LRS participants in the TV pilot program, "Room to Grow," say it was an exciting experience. The program, now ready for viewing, features LRS administrators, teachers, and parents. Appearing in the quiz show segment were former Hempstead teacher aide Carol Justice, Roosevelt mother Irene Soper, and Rick Curry, uncle of two Long Beach youngsters.

"What surprised me," says Mrs. Soper, "is that it took a whole day to film what will be a six-minute segment of the show." Mrs. Justice commented, "Once we realized they wanted us to have natural attitudes it was all very nice." Would they do it again? "I think I'd enjoy it!" says Mr. Curry.

Estrellas de la Television Hablan

Participantes del LRS en el programa piloto de televisión "Cuarto para crecer" dice que fué una experiencia muy estimuladora. El programa, ahora listo para ser observado, presenta a administradores del LRS, maestros y padres. Aparecen en la sección del quíz show anteriores ayudantes de maestros en Hempstead, Carol Justice, madre de Roosevelt, Irene Soper, y Rick Curry, tío de dos jovenes de Long Beach.

"Lo que me sorprendió," dice la señora Soper, "es qué tomó todo un día para filmar lo que será una sección de el show de seis (6) minutos."

La Señora Justice comentó, "Una vez realizamos que ellos querián que nosotros tuviéramos una actitud natural fué todo muy agradable."

¿Lo volverán a hacer ellos otra vez? "Creo que me agradaría!" dice el Sr. Curry.

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